BUTTERFLY

English Textbook for Class V

Department of School Education [Govt. of W.B.]

&

West Bengal Board of Primary Education

Department of School Education
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700 091

West Bengal Board of Primary Education
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A MESSAGE FROM THE BOARD

The new English textbook for class V is titled as a lovely name named 'Butterfly'. This series is meant for the Primary level only. This book is the new series **Butterfly: A new book for class V**. This book is based on the new syllabus and syllabus framework as implemented by the newly constituted 'Bangla Shiksha' which is responsible for work to meet the various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses form a board by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, the series focuses on helping young learners to learn English as second language. The book includes activity based learning in a child centric manner. The daily illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of language learning, viz. listening, speaking, reading and writing in a well graded manner. The skills are woven around specific theme that refers to various types of situations. By taking this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching learning process.

A constant group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by the renowned artists. We also thank them for their brilliant job.

Suggestions, views and comments for improving the book are welcome.

President
West Bengal Board
of
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December, 2017
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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an' Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series **Butterfly**. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning. In this textbook, and the exercises for the learners have been designed accordingly. The vision of the great poet and educationalist Rabindranath Tagore has been our major inspiration while doing this work. Rabindranath, in one of his lectures, mentioned, 'I find the classes which give me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbooks to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class V** is 'our culture and heritage'. A 'Teachers' guidelines' is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Shiksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real life situations, we will consider our initiative successful.

The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all those who love education to convey their views for the improvement of the book.

Partha Pal

Dwija Nagendra

December 2017
Bikash Bhavan,
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Chairman
Expert Committee
School Education Department
Govt. of West Bengal

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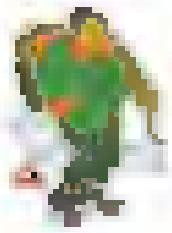

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Cover : Samir Sarkar

Illustrations : Samir Sarkar
Sankha Bandyopadhyay
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Revision Lesson

Let's read...

Read and enjoy this comic strip :

Let's do...

ACTIVITY 1

(A) *Write T for true and F for false sentences in the given boxes:*

(1) Grandfather told the boy a story. ☐

(2) The boy fell asleep while listening to the story. ☐

(3) The angel's face looked like the face of the child's mother. ☐

(4) The boy woke up at the call of his grandfather. ☐

B) Answer the following questions

(a) How did grandmother respond to the changes?

(b) Why do the pigeons take children on a trip?

(c) What were the beautiful things the boy saw in his dream?

(d) What did the boy understand when he woke up?

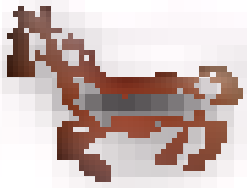
ACTIVITY 2(a)

Match the animals with their young ones and write their names in the given boxes

hen

duck

tiger



horse

cow

pig

cat _____ puppy _____ cow _____

chick calf duckling

Activity 2(b)

Write the names of the adult animals or birds. One is done for you.

	puppy	dog_____	iii) kitten
ii	kid		iv) hen
iv	cow		iv) eagle

ACTIVITY 3(a)

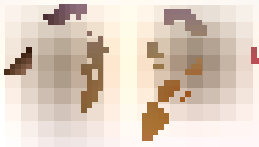
Match group A with group B:

Masculine Gender	Feminine Gender
horse	
tiger	
dog	
	cow
	hen
	queen
	woman
	duck
	goose
peacock	

ACTIVITY 3(b)

Write down the opposite gender of the underlined words.

Yesterday my <u>grandmother</u> and <u>mother</u> came to our school. My <u>father</u> brings my <u>brother</u> and me to school everyday. We address our <u>male</u> teacher as "Sir". He is a very <u>strict</u>.



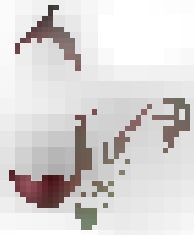
Let's talk.

Sit in groups of four. Your teacher is your quiz-master.

He/she will ask you these questions.

- What is the capital city of West Bengal?
- What is the capital of India?

- What is the capital city of Bihar?
- Which state has Ranchi as its capital?
- Can you say which state has Munnar as its capital city?
- What is the capital city of Tamil Nadu?
- Hyderabad is called the 'Charminar City'. Can you say where Hyderabad is situated?
- Which city is called the 'Pink City'?



Let's do.

Activity 4

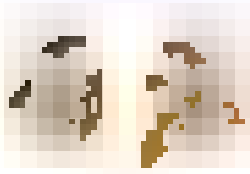
Match group A with group B. One is done for you.

A	B
mason	washes clothes
painter	makes chairs, tables
doctor	delivers letters
nurse	makes earthen pots
barber	makes houses
plumber	makes gardens
cobbler	looks after patients
potter	fights at work
tailor	stitches clothes
washerman	drives an auto-rickshaw
carpenter	repairs shoes
gardener	cuts hair

ACTIVITY 5

Choose the right word from the ones given in brackets

Last week my sister and I go/goes/went to the village fair. There were/was so many shops. My sister (wants/wanted/wants to) see a ride in the Giant Wheel. We bought/buy/buys tickets for it. We enjoy/enjoyed/enjoyed the ride. Then we ate/eat/eats food. It was getting late. So we went back home.



Let's Talk...

ACTIVITY 6

[illegible]

How to play the game

Form a group of eight students.

Sit in a horse and repeat the rhyme in the group one by one.

Tailor, tailor
Sailor, Sailor
[illegible]
Beggar man, thief

- The boy/girl who becomes the eighth member is the Thief and he/she will have to (exercise something like a school event watching [illegible])
- If his/her description is satisfactory, everyone will clap.
- If he/she fails, he/she will have to act according to certain directions given by the Chief Tailor (like singing a song, [illegible]).

ACTIVITY 7

Who am I?

(a) I deliver letters and parcels to your houses. Who am I?

(b) [illegible] doctors. I look after the sick in a hospital. Who am I?

[illegible]

(c) drive buses and taxis. (on also drive trucks) [illegible]

(d) work in the fields all day. (plural: [illegible])

ACTIVITY 8

Change the singular numbers into plural numbers by adding -s, -es, -ies. One is done for you:

Singular	Plural
bat	bats
book	
ball	
hen	
ass	
mango	
butterfly	
[illegible]	
donkey	

ACTIVITY 9

Put a tick (✓) mark to choose the right answer. One is done for you.

(a) (am/is/are) reading a book

(b) My sister (am/is/are) playing.

(c) My parents (is/are) working in the field

(d) The teacher (is/are) writing on the blackboard

(e) You (is/are) swimming.

ACTIVITY 30

Rearrange the words and make meaningful sentences

Example: School/ study/ my/ in/ Primary/a

I study in a Primary School

(a) school/ close/My/ boy/ my/ [illegible]

(b) [illegible]

(c) English/ boy/ study/ love

(d) My/ love/ [illegible]

(e) [illegible]

Let's share

ACTIVITY 31

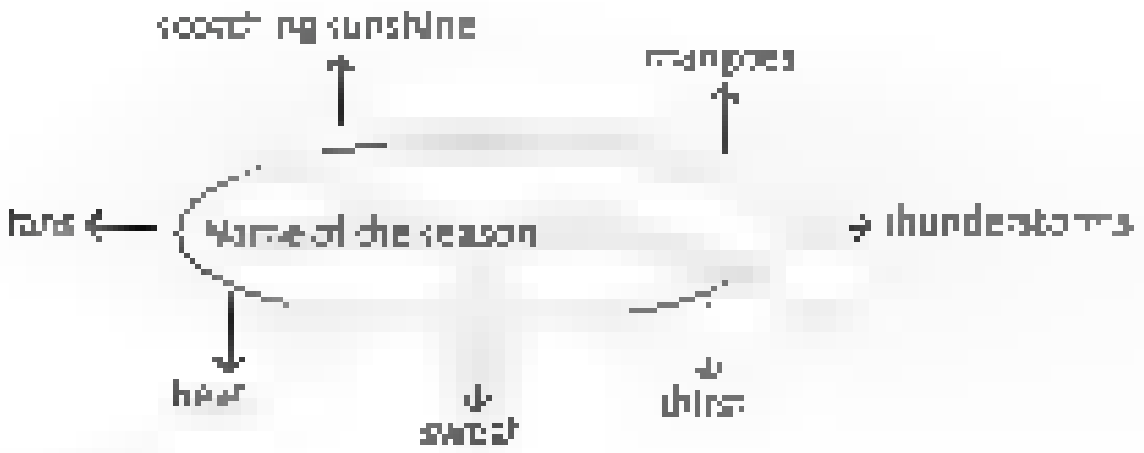
Draw a picture of an action in which water is used. Show it to your class. Tell your friends how water is being used in your picture.

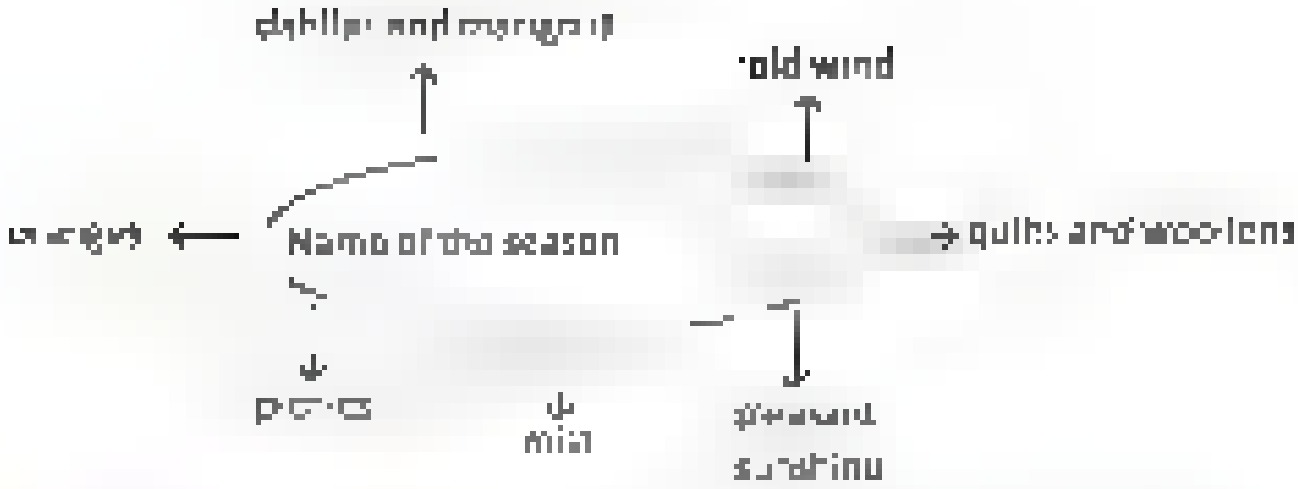
ACTIVITY 32

Seasons in my country

Look at the words given below. Tell your friend about the features that are related with the season. Ask your friend to guess the season.

[1]





Describe the seasons by using the words you have. Write five sentences for each season.

Let's recite

There once were two cats of Kilkenny
Each thought that was one cat too many
So they started to fight
And to scratch and to bite
Now, instead of two cats, there aren't any

Let's work together.

Draw a picture with any one of the seasons as your theme. Show it to your friends.

India – Superpower in Cricket

Let's begin

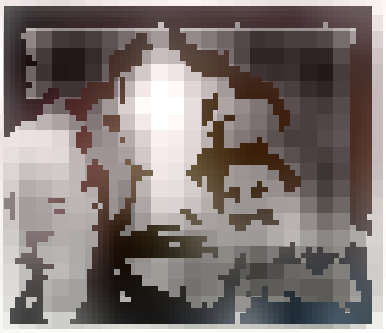
- Which game do you like the most?
- Look at the picture. Can you guess who these people are?
- What's your opinion about an epidemic?

Let's read

Ranjit's very excited today. He has just finished watching a cricket match which India beat England by a huge margin.

India is finally a superpower in cricket now! We really are in glee

His father said "That's right." But all this started way back in 1983, when India beat West Indies to lift the World Cup for the first time.



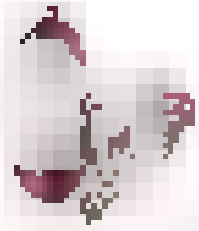
Rahul's father, a great cricket lover, the son handed him a yellowish newspaper cutting. "What's this?" Rahul asked his father. "This is from a newspaper of 26th June 1983 – the day when India won the World Cup Cricket for the first time," his father replied with a smile. "I was in class seven then, and I have kept it with me all these days. Go through it and let me know what you feel about it," he added.

After dinner Rahul started reading the old yellowish paper-cutting.

"It reads that on 25th June 1983 at the famous Lord's ground in England, it was fully packed for the final showdown. Thousands of people came to watch the match. It was a grand match after a period of long years since the last World Cup Final in 1970.

Word Store

superpower	having the greatest power
glad	happy
paper-cutting	part of a newspaper that are kept for further reference



Let's do.

ACTIVITY 1

Let's complete the following sentences

(a) India _____ now.

(b) India's first World Cup victory was in _____ the year _____.

(c) _____ people came to watch the '83 final.

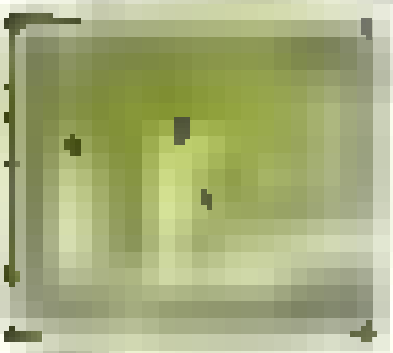
[illegible]

ACTIVITY 3

[illegible]

[illegible]

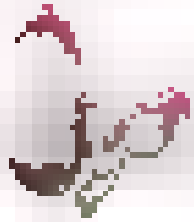
[illegible]



[illegible]

Word Trove

toss	throw a coin into the air to make a choice
crumbled	to come to an end
comprising	consisting of
incredible	hard to believe
indomitable	invincible



Let's do..

ACTIVITY 3

Work in pairs to answer the questions

(a) Which team won the toss

(b) Who was the highest scorer for India in the match ?

(c) What was India's total score in the match

(d) Which was the overcome cricket team before India ?

ACTIVITY 4

Provide information from the passage. Work in groups

(1) The four fast bowlers of West Indies

(2) Three Indian batsmen who got out

(3) Factors that the Indian bowlers suffered

(4) Two Indian bowlers who took

(5) The wicket keeper

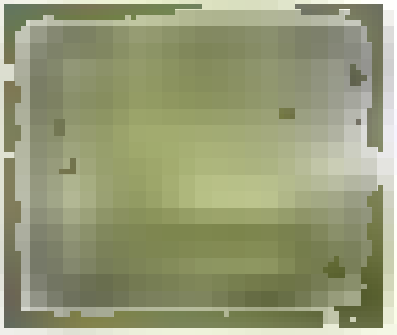
ACTIVITY 5

Let's match Table A with Table B

	Table A	Table B
	West [illegible]	43 runs
2	Sunil Gavaskar	bowled first
	West Indies played fin	52 overs
4	India won by	played 60 balls

Let's continue

The most memorable moment of the match came when Kapil Dev, the Indian captain, ran a distance of about 20 yards to take a catch which dismissed Vivian Richards, the West Indies batsman. Amarnath ended a total of [illegible] runs while he took 3 wickets while giving away just [illegible] runs from his seven overs of bowling. He was declared the Man of the Match for his all-round performance.



The Indian team had stunned the world by winning the World Cup Cricket. In [illegible], cricket started gaining rapid popularity since then.

Rahul continues the report and [illegible] imagine how excited his father, then [illegible] must have been when Kapil lifted the World Cup for India for the first time.

World Trivia

yard	[illegible]
total	[illegible]
stunned	shocked
rapid	fast

Let's learn.

Let's read the following sentences

- Rahul's father, a great cricket-lover, sent him, headed to a Malayalam newspaper cutting.
- "What is this?" Rahul asked his father.
- "This is from a newspaper of 25th June 1983, just the day after India won the World Cup Cricket for the first time," his father replied with a smile. "I was in class seven then and have kept it with me all these days. Go through it and tell me how you feel about it," he added.

Now you see that

- Full stop indicates the end of a sentence.
- Comma indicates a short pause within a sentence.
- Question mark (?) indicates the end of a question.
- Inverted commas are used to indicate direct speech.

These are all punctuation marks.

Let's do

ACTIVITY 8

Insert suitable punctuation marks in the following passage. One is done for you:

One day a man went to the market. He bought a box, a hat, a bell and a pen from the market. His bag became heavy. Do you know what he did then?

He sat in a chair. "Please share my load," he said to the horse. "My bag is very heavy for me." The horse replied, "It is your load. Don't ask me to share it."

ACTIVITY 7

Fill in the blanks with words from the box. One is done for you.

1. The captain lifted the trophy after winning the tournament.
2. Sourav Ganguly has great _____ all over India.
3. The _____ in England is tumultuous and raucous.
4. Did Batsmen put up have _____ against the opponents.
5. The footballer _____ the audience by his skill.

[_____ | _____ | _____ | _____ | _____ | _____ | _____ | _____]

ACTIVITY 8

Rearrange the sentences to show the sequence of action by putting numbers in the brackets. The first one is done for you.

1. India scored 281 runs. ( )
2. The final was played at _____ ( )
3. India won by 43 runs. ( )
4. West Indies _____ only 40 ( )
5. West Indies was the boss. ( )
6. India batted first. ( )
7. Amarnath was elected as the Man of the Match. ( )

Let's learn.

Let's read the following sentences.

1. Q: _____ are you?
   A: I am Sita.
2. Q: _____ do you live?
   I live in Kolkata.
3. Q: _____ do you have your breakfast?
   I have my breakfast in the morning.
4. Q: _____ is your favourite sport?
   My favourite sport is cricket.

Let's do..

ACTIVITY II

Let's fill in the blanks with the words given in the box:

(1) _____ do you play with your friends?

I play with my friends in the afternoon

(2) _____ is your best friend?

Ramesh is my best friend

(3) _____ will you go in the summer vacation?

We shall go to Darjeeling in the summer vacation

(4) _____ did you have as your dinner?

I had bread as my dinner

Let's learn.

Let's learn the sentences

(1) Nahid is very excited today

(2) Indian [illegible] about the weather and pitch conditions

(3) Kaul ave ran a distance to take a catch

(4) A mongoose played a vital role in Eve's life

(5) [illegible] started gaining lot of popularity in India

Let's rehearse each of the above sentences using who or what

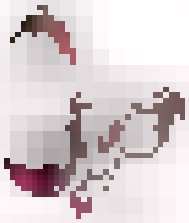
The answers are in coloured words

All these words are the subject words of the sentences

The remaining part of each of the sentences is called the predicate

[illegible]	Predicate
Rahul	is very [illegible] today
Indian bowlers	made best use of the weather and pitch conditions
Kapil Dev	ran a distance to take a catch
Amarnath	[illegible]
Ticket	seemed guaranteed rapid popularity in [illegible]

- To identify the subject, ask who/what is the verb of the sentence
- Every sentence has two parts: Subject and Predicate
- The Subject is that part of a sentence about which the sentence says something.
- Predicate is that part of the sentence that tells us something about the Subject.



Let's do..

Activity 4

Let's separate the subject and predicate in the following sentences and classify them in the table given below

1. The boy plays in the field
2. He is very happy today.
3. The g[illegible] since first this year
4. A tree is our best friend
5. The moon revolves round the earth

Subject	Predicate

Let's learn.

Let's look at the following sentences:

- It was an old newspaper.

  The word an like a stands for a single object.

  A is used before a word that begins with a consonant sound.

  An is used before a word that begins with a vowel sound.

Let's read the following groups of words:

A arrow

A stone

A mountain

A book

A shoe

An apple

An egg

An ink pot

An owl

Let's do

Activity 1

Let's write 'a' or 'an' before the words:

	orange
(2)	goat

(3) man

(4) [illegible]

(5) [illegible] airship

(6) [illegible]

(7) umbrella

(8) [illegible]

Let's Learn.

Let's read the following sentences

(1) Indian bowlers utilized the weather and pitch conditions

(2) In the final India lost the toss

(3) Only three slips were fielded on the opening days

Here 'the' indicates a particular and specific person, animal, object or concept.

Let's read the words

[illegible] Ganges

[illegible] Himalayas

[illegible] moon

[illegible] best player

[illegible] sun

The words a, an and the are called ARTICLES

Let's do

ACTIVITY 12

Use 'the' with the following words or word-clusters and make sentences

Sun, Indian Ocean, oldest son, Indian cricket team

Activity 13

Let's fill in the blanks with suitable articles:

India won [illegible] Cricket World Cup once again in 20[illegible] It was moment of great [illegible] triumph and [illegible] event of great importance to [illegible] youth of India [illegible] members of team India were hailed as national heroes.

Activity 14

Amarnath was awarded the Man of the Match for his all-round performance. Let's write four sentences to describe his heroics.

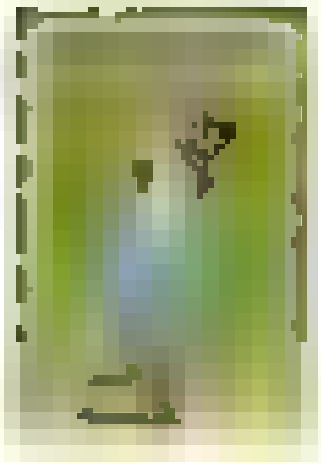
1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

Let's recite.

Mea Our

First we had the test
Cricket at its best
Went on full five days
The match was long and slow
And, for all you know,
A game we love always!

Then the one-day match
Strike, bat, throw and catch.
There's no greater thrill
An entire day goes fast
Test a matter of the past
Call it what you wi



Is twenty twenty now
All spiced-up and rare
Scores all the way
We hardly spare a thoug
As now the game grows short
Just enjoy the day!

Let's talk

What memories do you feel like about India's win in and recent cricket match

Let's work together

Make a scrap book. Collect pictures of Indian cricketers or footballers. Discuss with your friends a cricket or football match in which these players took part.

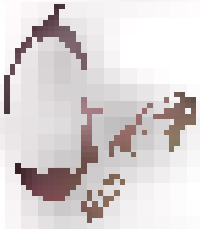
A Feat On Feet

Let's begin.

- What do you see in the picture?
- Which is the highest mountain peak in the world?
- Where is it located?

Let's read.

Edmund Hillary and Tenzing Norgay were part of the British expedition to Mt. Everest in 1953. Colonel John Hunt led the expedition. He had selected a team of people, all of whom were experienced climbers. Edmund Hillary, a climber from New Zealand, and Tenzing Norgay, a Sherpa from India, were among the eleven chosen climbers.



Let's do

ACTIVITY 1

Let's find out

What happened on May 29, 1953? Follow the given sequence and describe.

9a.m

6.30a.m

30a.m

4 a.m

ACTIVITY 2 (a)

Find out the names of glaciers from the route map of Pillary and Pensing. Work in groups. One is done for you:

1. East Rongbuk Glacier

ACTIVITY 2 (b)

Arrange the glaciers from north to south. One is done for you

1. East Rongbuk Glacier

ACTIVITY 3

Let's answer the following questions.

(a) Who was the leader of the British Everest expedition of 1953?

(b) How many members were chosen for the expedition?

(c) How many climbers got the chance to reach the top?

(d) Who were the members of the first team?

Let's continue

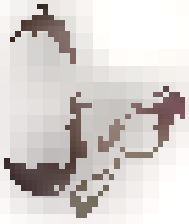
Some interesting incidents occurred in the following years:

2000

May 23 – Anna Cabrera was became the oldest woman to reach the summit of Mount Everest at the age of 10

2011

May 20 – Arjun Vajpai at the age of [illegible] years and [illegible] months, became the youngest Indian to climb Mount Everest.



Let's do

ACTIVITY 4

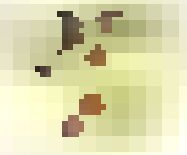
Let's complete the following sentences

(a) The oldest woman to climb Mt. Everest is

(b) She climbed at the age of

(c) The youngest person to climb Mt. Everest is

(d) He climbed on



Let's learn.

Let's read the words

Everest, Hillary, Tenzing Norgay, Colonel John Hunt, Mt. Everest, climb, boots, glacier, India, steps

All these words are names. Such words are called **Nouns**.

Let's do

ACTIVITY 5

Now classify the nouns and fill in the table. One is done for you.

Names of Persons	Names of Places	Names of things
Edmund Hillary	India	boots

Let's learn.

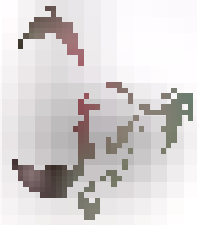
Let's read the sentences

- India is a country

The word **India** is the name of a particular country.

India is a **Proper Noun**. A **Proper Noun** specifically indicates the name of any person, country, mountain, river etc. The word **country** is more general.

The word country is a **Common Noun**. A Common Noun indicates a general reference.



Let's do.

ACTIVITY 5

Let's classify the following words into Common Nouns and Proper Nouns

Pinky, Ravi, Suyal, [illegible], Mathur, Rakesh, Kalpana, Columbia, India, USA, Haryana, California, Barun, Osman, space, book

Common Noun	Proper Noun

ACTIVITY 7 (a)

Let's identify the words signifying masculine and feminine gender in the passage

Once upon a time there lived a powerful king. He had a beautiful garden. In it, there were flowers. There beside a lake. Birds came and sat on the flowers. Peacocks danced in the garden. A goose swam in the lake. Drones flew about in the garden. The queen loved the garden. In the evening she sat there and watched the peacock pacing at the gate. A gander glided on the water.

ACTIVITY 7 (b)

Write the Masculine Gender with the corresponding Feminine Gender in the table. One is done for you.

Masculine Gender	Feminine Gender
king	queen

ACTIVITY 8

Write five sentences describing the route map of Tamang and Allan. One is done for you.

1. Tamang and Tenzing started from the Jungle at 6 AM.

Let's talk

Your friend wants to visit your house. Ask her/him: How long does she/he will need to walk/ride/drive to your house from: the supermarket, the school, the railway station

Let's write.

How many miles still to the top?
No one knows for sure
We's off ice and a steep, steep climb
Mount Everest's allure!
Danger has its beauty too
That is why they climb—
The perilous peak they yet pursue
It's adventure time:
Let them go forth, come what may
Glory waits for such
A burst of rapture this wondrous day
Necessary mortal fame

Let's work together.

All of us have adventures. Take a sheet of chart paper and make a list of the adventures we would like to experience. Work in groups.

Pinkman's Index

Let's begin...

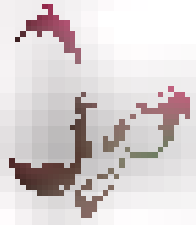
Painting by Abanindranath Tagore

- What do you see in the picture?
- What do you think the man's going to do?
- What's the relationship the man?

Phulmani is surprised to know that many of the Indian dance forms started within the temples. Phulmani is a natural dancer. She loves to dance to the tune of the drum like all the other members of her community. Her teacher said that folk dance is a popular art form among the various communities of India. The Punjabis love the Bhangra dance. In the same way, Garba is popular in Gujrat, Bihu in Assam and Chhau in West Bengal. Phulmani loves to watch Chhau dance performed during festivals. The performers wear masks. They shake their heads and jump with ease in harmony with music. Phulmani always cries out in joy at the end of a Chhau dance performance.

Word meanings

Bhimbetka	The place is situated in Madhya pradesh
Ajanta	The caves are situated in Maharashtra. Ajanta caves are famous for paintings based on the ideas of Lord Buddha.
fresco	a painting on the plaster of the wall
Ellora	These caves are in Maharashtra too. Images of Hindu gods and goddesses are found here. We also find sculptures related to Jainism and Buddhism
sculpture	carving on wood or stone
community	people of the same caste or society



Let's do.

ACTIVITY 1

Tick the correct answer

1. The rock paintings of Bhimbetka are more than (a) 1000 years (b) 30,000 years (c) 12000 years old
2. Ajanta is famous for (a) cave paintings (b) wood paintings (c) canvas paintings.
3. Bihu is a popular folk dance of (a) Punjab (b) Assam (c) West Bengal

Activity 2

Let's match the dances with the states

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Activity 3

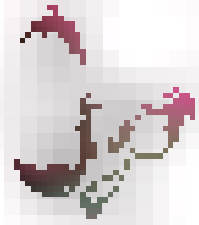
Let's supply the missing information

1. The primary colours used in the rock paintings of Bhimbetka are
2. Most of the indian dances are greatly influenced from.
3. Sculptures are found in
4. In the caves of Ajanta and Ellora

of the Taj Mahal. It is one of the seven wonders of the world. The fort at Agra and the Red Fort in Delhi are also worth seeing. The huge gateway of Buland Darwaza, built by Emperor Akbar, at Fatehpur Sikri is also among the monuments that Phulmani wishes to see. She hopes that some day she will be able to travel all over India and see all the fascinating monuments.

Word Bank

mythological	related to imaginary age old ideas handed down through generations
heritage	elements of culture which are passed on from one generation to another
harmony	matching in rhythm
essential	most necessary
patronised	gave support to artists, musicians etc.



Let's do.

ACTIVITY 4

Write 'T' for true and 'F' for false sentences in the given boxes.

1. In India there are many types of classical dances. ☐
2. Kathakali dance originated in northern India. ☐
3. Sitar is a musical instrument. ☐
4. In India there is only one form of classical music. ☐
5. Tansen was a great vocalist. ☐

ACTIVITY 5

Let's write the answers to these questions

1. Which country has a rich heritage of classical dance
2. What is an essential part of Indian classical dance?
3. Who invented Jhaiter to use in Bharatanatyam ?
4. Which monument in India is among the seven wonders of the world ?
5. What is Kuchipudi Dance ?
6. Name the folk theatres of
   (a) Maharashtra
   (b) Bengal
   (c) North India

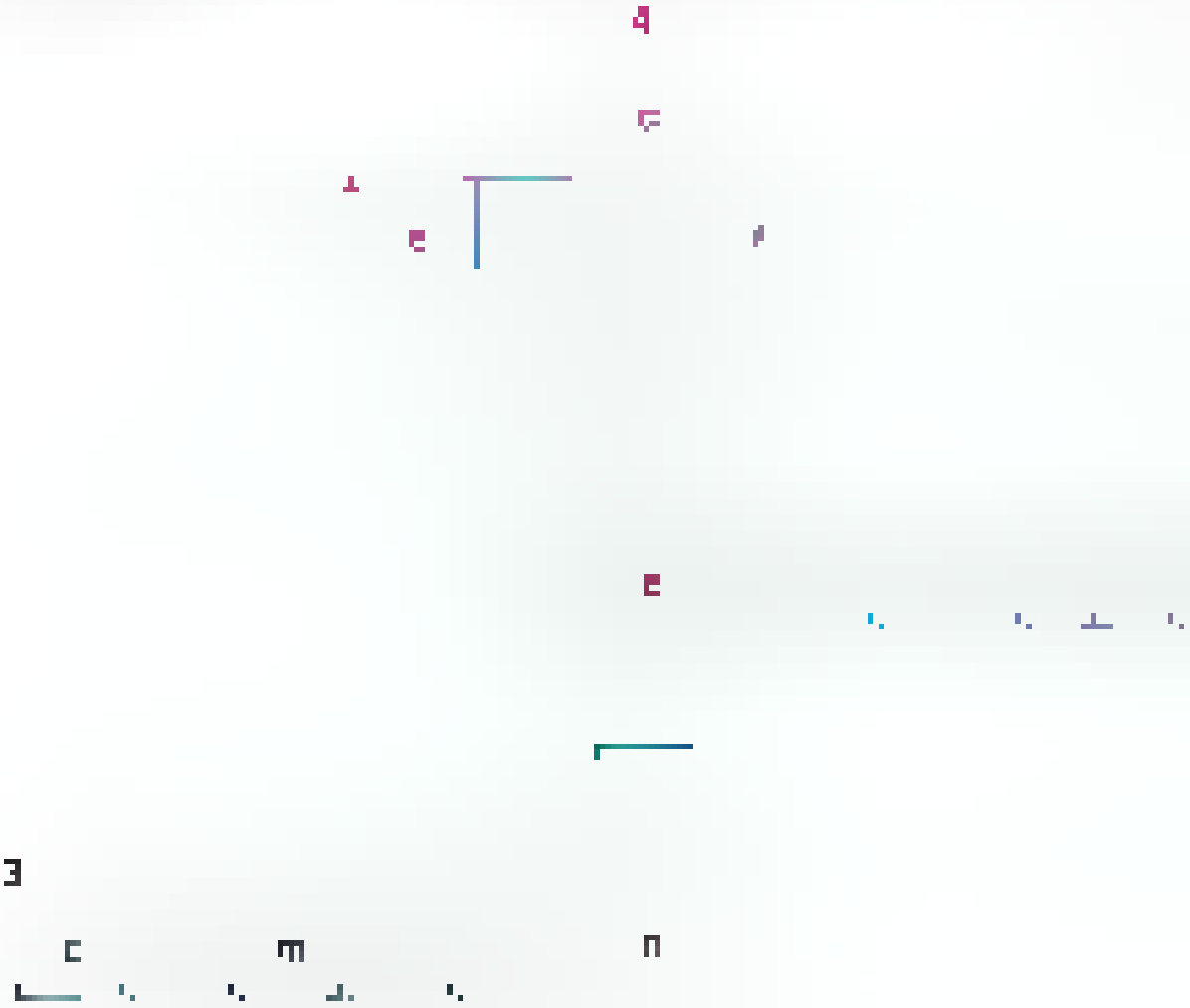
ACTIVITY 6

India is a country of dances. Find the names of these dances in this maze. One is done for you.

K	U	S	H		P	U			P
[illegible]	I	P		P		Y	K	M	[illegible]
M	C	M	S	N		O	Y		
K	S		K	R	L	M			Q
U	R	M	C	L	S	J	H	J	K
[illegible]	I	S		N	S	I		J	[illegible]
O	M		L	S		M	A	K	S
K	P		K	P	L	M			P

ACTIVITY 3

Write the opposites of the words given in the clues. You can find the answers in the text.



Clues

Down 4) opposite of same

Across 1 opposite of good

2 opposite of ugly

3) opposite of new

ACTIVITY 8

Write five sentences about the Tajmahal using the following hints

Situated at Agra, beside river Yamuna, built of marble, tomb of Shah Jahan and Mumtaz Mahal, one of the seven wonders of the world

Let's learn.

Let's read some sentences from the story once again

1. Phulmani is a santhali girl
2. She loves to dance to the rhythm of the music

The second sentence does not start with Phulmani. It starts with she.

Now guess your friend:

What is she here? Does she stand for Phulmani? Is she a girl?

Yes, she stands for Phulmani, a girl. The word she is a Pronoun. She stands for the noun Phulmani. She is a female gender.

Let's remember:

- She stands for a girl, woman, lady or at times, a female animal. She indicates feminine gender.
- He stands for a boy, man or at times, a male animal. He indicates masculine gender.
- It stands for anything not belonging to masculine or feminine gender, that is insect, animal, bird or any other object of neutral gender.

Let's learn: Table of Personal Pronouns

Subject pronoun	Object pronoun
I	We
You	You
He	They
She	They
It	They

Let's do

ACTIVITY 8

Let's replace the bold words with a Personal pronoun

1. Jahyun is a boy. **Jahyun** studies in class 6
2. This is a dog. The **dog** guards our house
3. Mumtaz is a little girl. **Mumtaz** goes to school everyday
4. Ranu, James and Imran are friends. **Ranu, James and Imran** play together
5. We go to the city by bus. The **bus** goes fast
6. I have a nymph. The **nymph** can talk
7. My father has a cycle. The **cycle** is red in colour

Let's learn.

Read the following set of sentences.

1. She lives in a village
2. The girl uncle's **hers** are conjoined

In sentence 1, she is a personal pronoun. But in sentence 2, the word hers

- is a pronoun
- shows that the pictures belong to her

Such pronouns are called **Possessive pronouns.**

Let's complete Personal Pronouns with Possessive Pronouns through this table

Personal Pronouns	Possessive Pronouns
I	mine
we	ours
you	yours
he	his
she	hers
it	its
they	theirs

Let's do

ACTIVITY 10

Let's underline the right answers

1. Ravi has a little pet dog. Everyone loves the pet dog of (his/him).
2. I am in class V. My school is close to (your/yours).
3. Rina is my classmate. Her house is near (our/ours).
4. My father is a doctor. There are many patients of (his/him) in our house.
5. My English dictionary is one of those of (their/theirs). They have quite teachers.

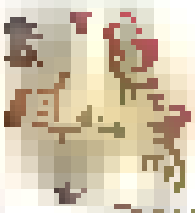
ACTIVITY 1

Let's fill in the blanks with Personal pronouns and Possessive Pronouns.

1. Uday Shankar was a famous Bengali dancer. _____ travelled across the world with his troupe.
2. Nandalal Bose was a great painter. _____ were very dear to Sarojini Naidu. _____ was very close to Rabindranath Tagore.
3. Rabindranath Tagore was a great poet. _____ was also a great painter.
4. Taj Mahal was built in the memory of Mumtaz Mahal. It is a burial tomb of _____.

Let's talk...

Discuss about the Annual Cultural programme held in your school with your friend.



Let's Have fun

There was an old man on the border.

Who lived in the utmost disorder.

He danced with the cat

And made fun of his hat

Which vexed all the folks on the border.

Edward Lear

Let's do

ACTIVITY 12

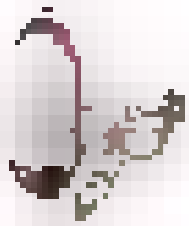
Look at this comic picture and write five sentences about it.

Let's recite

There was an old man with a beard
Who said, "It is just as I feared!
Two birds and a bird
Four hares and a hare
Have all built their nests in my beard!"

Edward Lear

Can you recite these two rhymes to your friends? With the help of gestures recite the rhymes out loud.



Let's do.

ACTIVITY 13

Write five sentences about any dance performance that you have seen. Use capital letters at the beginning of sentences. End every sentence with a full stop. You can begin like this

Some dance performances at

Let's work together.

A. Make your own puppet

Things you need

A small rubber ball; a 3-inch long needle; some wool; coloured cloth; a small sponge of about 3 to 4-inch in length; an old wooden stick/coloured craft glue

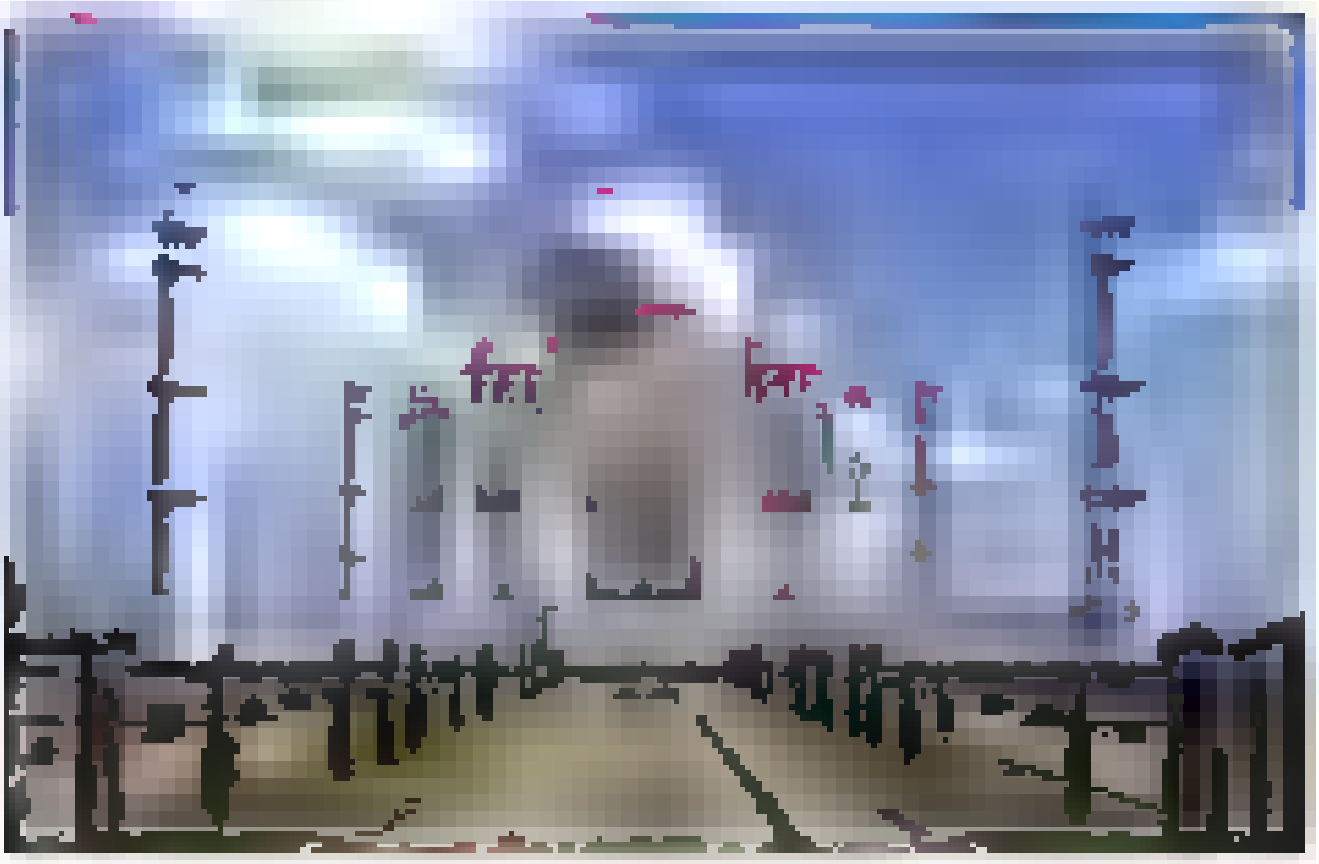
Method

- Make a small hole in the ball. Push the needle into it. The needle should go through the ball and come out at the other end.
- Cover the ball with a piece of coloured cloth/rag.
- Put glue on it.
- Draw the eyes and lips on the ball.
- Take some coloured wool and paste it on the ball. Make plaits.
- Push the sponge into the needle. Cover the sponge with the piece of cloth. Paste the cloth with glue.
- Your puppet is ready.
- Tell the class how you enjoyed making the puppet.

Memory in Marble

Let's begin.

Look at the picture



- What do you see on the picture?
- What is the colour of the building?

[illegible]

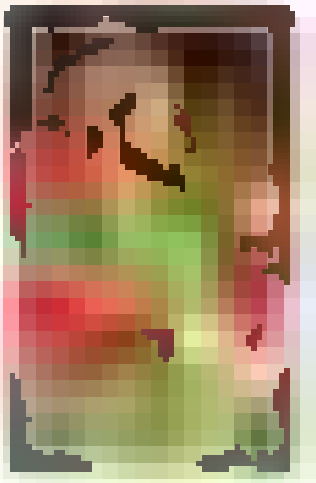
[illegible] Studies [illegible] has given a task [illegible] paragraph on the [illegible] Mughal [illegible] and James my grandfather.

[illegible] Mahal?

[illegible] grandfather was a retired teacher [illegible] about the beautiful [illegible]

[illegible]

[illegible] grandfather's [illegible] began [illegible]



[illegible] prince named Khurram [illegible] great [illegible] Khurram went to the Meena Bazaar with his [illegible] Mughal [illegible] Banu Begum. [illegible] Rajputanni Banu Begum [illegible] their first meeting.

[illegible] grandfather [illegible]

But grandfather [illegible] want to [illegible] the story of prince Khurram [illegible] Mahal.

[illegible] his grandfather

[illegible]

[illegible] grandfather [illegible]

[illegible] Shah Jahan [illegible] the emperor [illegible] Begum [illegible] Mahal.

"But what does the name Mumtaz Mahal mean?" asked [illegible]

"It means the highest [illegible] of the world," answered his grandfather.

[illegible] When [illegible] promised her that he [illegible] marry again. He also promised [illegible] grave.

"What is a mausoleum, grandfather?" [illegible]

[illegible] grandfather [illegible] Shah Jahan [illegible] beloved [illegible] Mahal [illegible] white marble [illegible] from all over Asia [illegible] Shah Jahan [illegible] Mumtaz Mahal. The magnificent [illegible] Mahal [illegible] wonders of the World [illegible]

[illegible] Mahal [illegible]

Word Trove

glimpse	a quick look
beads	small pieces of glass or stone that are strung in a string to make a necklace
emperor	the ruler of an empire
court	the place from where a king governs and passes judgement
mourn	show sadness
beloved	a person who is dearly loved
grave	hole, usually rectangular, dug to bury a dead body
magnificent	wonderful

Let's do.

ACTIVITY 1

Let's complete the sentences with information from the text

(a) Tansen's grandfather knew a lot about the Taj Mahal because he was _____

(b) Akbar the Great was the grandfather of _____

(c) Khurram first saw Arjumand Banu Begum at _____

(d) Prince Khurram was later known as _____

(e) "Taj Mahal" means _____

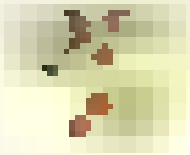
(f) Shah Jahan built the Taj Mahal in memory of _____

(g) Taj Mahal is one of the _____

ACTIVITY 2

Arrange the jumbled words with the help of the given hints

(a) seumwamlo	(hint: a building in which there is a gravel
(b) spamia	(hint: a man from Persia)
(c) lewe	(hint: a valuable stone)
(d) ginpo	(hint: a moment for a moment)

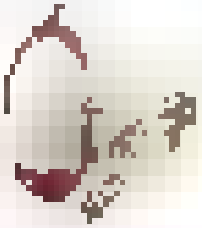


Let's learn.

Let's look at the following sentences from the text

- The only known that it is a beautiful monument situated in Agra
- Manu promised not to be naughty

The red-coloured words in the above sentences are describing words of nouns. They tell us something about the subject. In the first sentence the word beautiful tells us something about the monument and in the second sentence the word naughty tells us something about Manu.



Let's do.

ACTIVITY 3(a)

Find out more describing words from the text and put them in the box below (One is done for you)

beautiful

ACTIVITY 3(b)

Let's make sentences with the adjectives given below

[illegible] [illegible] [illegible] [illegible]

ACTIVITY 4

Let's change forms of the following doing words. One is done for you

Present	Past
tell	told
[illegible]	
	caught
go	
	wanted

Let's learn.

Let's look at the following sentences from the text

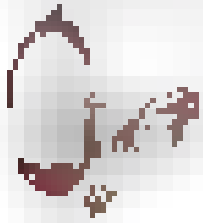
- Tamu [illegible] class five
- [illegible] grandfather began to tell him the story of the Taj Mahal

The words in colour are called prepositions

- preposition is a word used before a noun or a pronoun to indicate place, position, time or method. Let's see some examples

- The book is in the bag
- The book is on the table
- The book is under the table
- This book is for you.
- She gave a book to her teacher
- She held the book over the table
- She read the book in her class

In each of the above sentences, the preposition shows the position (on, under, over), time (during), method (to), and place (in).



Let's do.

ACTIVITY 5

Fill in the blanks with suitable prepositions from the box. One is done for you.

(a) My uncle was born _in_ the 5th of April

(b) Ram went to play football _____ the 11th break

(c) Mr Brown lives _____ England.

(d) The cat _____ a tree _____ a hunting

(e) The cat is sleeping _____ the table

(f) Mrs Das brought sweets _____ the children

(g) Rahul came _____ my house the morning.

ACTIVITY 2

Fill in the blanks with appropriate articles. One is done for you.

The Taj Mahal is one of _____ glorious wonders of _____ world. It is wonderful _____ specimen of architecture. _____ monument like this is rare to find. I am proud to be _____ Indian.

ACTIVITY 3

Suppose you have visited a place of interest. Now write at least five sentences about that place. Begin with the name of the place. Here are some hints.

Hints:

(1) _____ last summer I visited

(2) I went there with

(3) I saw the

(4) _____

(5) _____

ACTIVITY 4

Write five sentences about your journey from your home to school. You can use the following hints.

Distance between home and school, modes of travelling, main landmarks, things you see in the course of your journey, the most exciting part of your journey.

ACTIVITY 5

You have seen a route map in lesson 2. Draw a route map of your journey from your home to school.

Let's work together

The Taj Mahal is a famous monument. There are many such beautiful monuments in India, for example the Red Fort in Delhi, the Victoria Memorial in Kolkata, the Charminar in Hyderabad and many more. Draw as many pictures of such buildings as you can on a chart paper and make a poster. Use colour pencils to colour your poster. Your teacher will help you.

My School Days

Let's begin.

- Do you like to go to school?
- Which subject do you like the most?
- Can you guess whose school days we are going to read about?

Let's read.

One morning I went to Balygunge Government High School with my maternal uncle. The class teacher gave me a heap of my textbooks and also a few sums to solve. I wrote the answers, solved the sums and showed them to the teacher. He went through the answers and nodded. His gesture indicated that my answers were correct and thus I was admitted to the school.

Balygunge Government High School was on the eastern side of the Beniapukur Road Police Station. The southern part of the school was our playground. It was surrounded by a lofty wall. When seen from above, the school looked like the English letter 'F'. The vertical part of the 'F' was the hall of the school and the horizontal part of the letter was formed by the row of

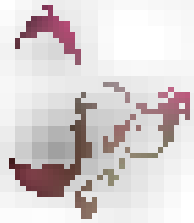
classrooms. The annual prize distribution ceremony was held in the hall which has a gallery [illegible] seats. On occasion of Teacher's Day, there was also arranged here [illegible] remarkable experience of watching a Shakespearean play in this hall. The play was The Merchant of Venice, a few scenes from which were performed by a couple of foreign actors called Greenberg and Palmer. In Charlie Chaplin mode, [illegible]

Word Bank

vertical – going straight up on a flat base

gallery – an upper floor of seats in a theatre

foreign – belonging to a country other than one's own



Let's do

ACTIVITY 1

Let's answer the following questions

(a) To which school was the author admitted?

(b) What was the school hall used for?

(c) What was the name of the Shakespearean play that was performed in the hall?

(d) Name the two foreign actors mentioned by the author.

ACTIVITY 2

Write T for true and F for false statements in the given boxes

(a) The author went to Balyaganj Government High School with his mother. ☐

(b) The Balyaganj Government High School is on the eastern side of Bokata Police Station.

(c) The southern part of the school was the playground. [ ]

(d) When seen from above the author's school looked like the English letter "H". [ ]

ACTIVITY 3

Let's match the words in column A with their meanings in Column B

A	B
(a) swim	someone who belongs to another country
(b) noisy	crowded
(c) surrounded	music
(d) foreigner	mathematical problems
(e) drama	moving the head up and down to say yes

ACTIVITY 4

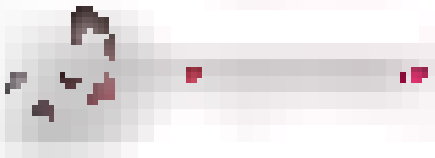
Let's fill in the following chart with suitable verb forms

Present	Past	Past Participle
	went	
look		
	gave	
		shown
use		

ACTIVITY 5

Form sentences of your own with the following verbs

went, looked, gave, shown, use



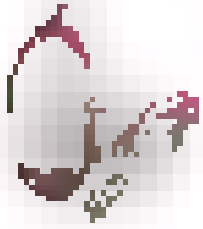
all these years, but my school has not. I have never gone back to my school since then.

It is indeed a pleasure to look back and relive the past moments of joy.

Adapted from Satyajit Ray's *Jakhon chhoto chhilam*

Word Trove

pronounced	uttered
excellent	extremely good
favourite	one who is loved the most
recognise	to identify and identify
enormous	huge



Let's do

ACTIVITY 6

Let's complete the following sentences with information from the text:

(a) The subject that B.D. Roy taught was:

(b) The author remembers the head pandit Bhatacharya Sir for his

(c) Ashutosh conducted an event called

(d) The time span of the author's school-life was

(e) The author went back to his school one more time to attend

ACTIVITY 7

Let's answer the following questions:

(a) How did B.D. Roy teach the pronunciation of 'ache'?

(b) How did the author get to be Ashubabu's favourite?

(c) What was Mukti drawing?

(d) Why did everything seem much smaller to the author when he went back to visit after ten years?

(e) What is a pleasure according to the author?

ACTIVITY 8

Let's fill in the blanks with words from the box:

(1) Garbin (pendulum) swing _____ cricketer.

(2) When Rip Van Winkle came back to the village the next morning, he could not _____ it.

(3) Most people have sweet _____ of childhood.

(4) The student could not _____ the word correctly.

(5) Mr. Das is an _____ teacher.

ACTIVITY 9 (a)

Let's identify the subject and predicate in the following sentences:

(1) One day he took us to the zoo. The lion and the frog, from Aesop's fables.

(2) B.D. Roy taught us English.

(3) He was a small man and he took great care to ensure that we pronounced English correctly.

(4) Rui could draw very well.

(5) Ashubabu was given the charge of decorating the hall for the annual prize distribution ceremony.

ACTIVITY 9 (b)

Let's split the sentences mentioned in Activity 9 (a) into subject and predicate, and fill in the given chart.

Subject	Predicate

Let's learn.

Let's look at the following sentences:

- Ravi is playing football.
- The children are singing.
- I am writing a letter.

All the coloured words are written in the present continuous tense.

Let's do

ACTIVITY 10

Fill in the blanks with present continuous tense of the given verbs in brackets. One is done for you.

(1) What are you doing (do) tonight ?

(2) John _____ (read) a book now.

(3) Ali and Sudip _____ (work) late today.

(4) Mira _____ (listen) to music.

[5] How [illegible] [illegible] next to [illegible]

[6] How many other students [illegible] study with you?

[7] The school [illegible] [illegible].

ACTIVITY 13

Write five sentences to describe yourself with the following hints

- Your name and age
- The place you live in
- The name of your school
- Your hobby, likes and dislikes
- What you want to be when you grow up

Let's work together.

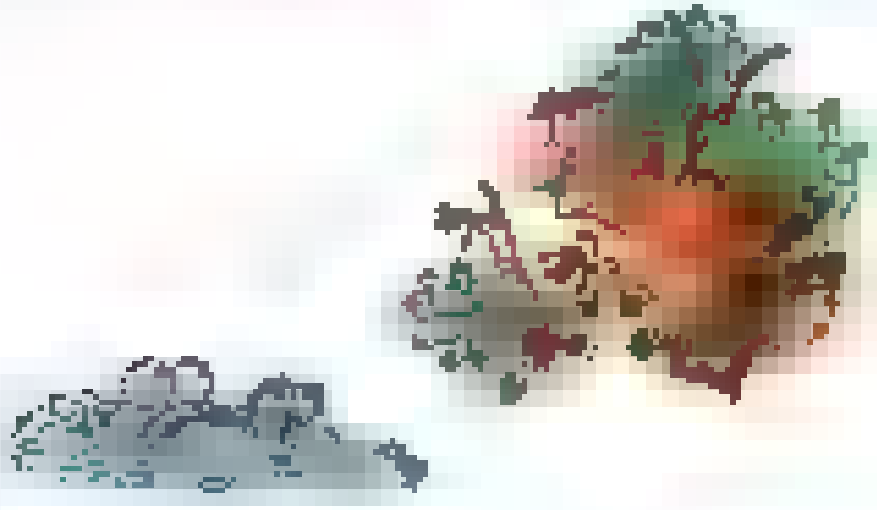
Draw a picture of your school. Show it to your friends. Tell them why you love your school.

The Clever Monkey

Let's begin.

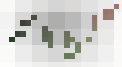
Fe your parts of the game of a story in which animals or birds appear as characters.

Look at the picture below. Can you guess what the story is all about?



Let's read.

Once upon a time there lived a monkey on the bank of a river. Right in the middle of the river there was a small island with many fruit trees. Sweet and juicy fruit grew on the trees. At a distance from the bank stood a huge rock in the river. A part of it was above water. One day, attracted by the delicious fruits, the monkey wanted to reach the rock and from there leap onto the island.



[illegible]

[illegible]

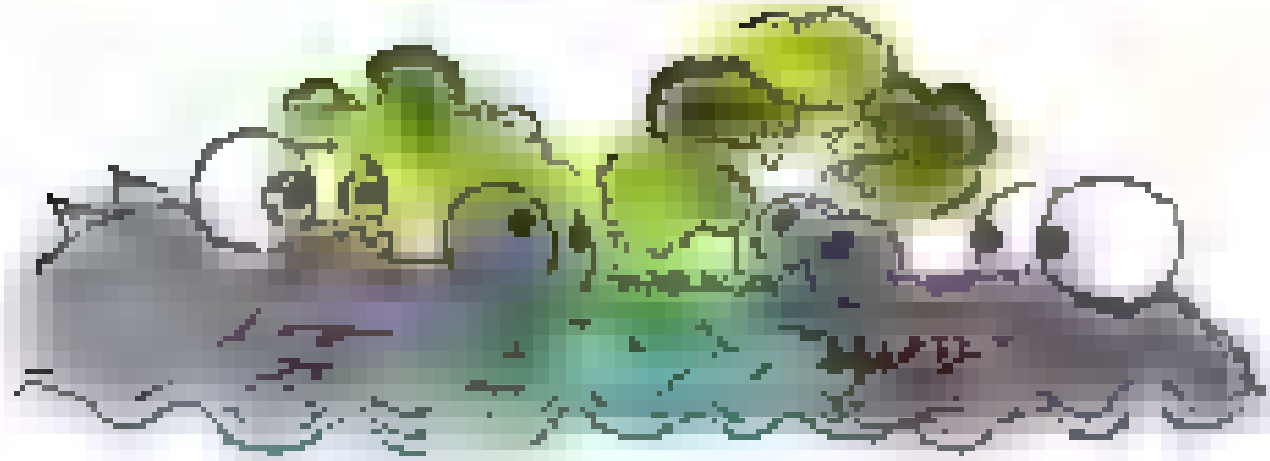
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



joy

Word bank

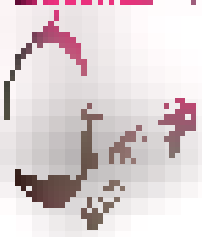
delicious - very tasty

unique - one of its kind

escaped - got away

flash - a quick moment

clutches - tight grip or hold



Let's do.

ACTIVITY 4

Answer the following questions

(a) Where did the monkey live?

(b) Why was there no danger for the monkey on the river bank?

(c) What was so attractive to the monkey?

(d) Where did the crocodile live?

(e) Who gave advice to the crocodile about catching the monkey?

ACTIVITY 2

Let's take words from the coloured box and fill in the blanks

(a) The trees on the island had _____ fruits.
(b) The monkey found that crossing the river was not very _____.
(c) The crocodile made many _____ to catch the monkey.
(d) The crocodile wanted a _____ of the _____.
(e) The wife of the crocodile wished to taste the _____ of the monkey.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

ACTIVITY 3

Let's match the words in column A with their meanings in column B:

A	B
affectionate	loudly weeping
unique	not moving at all
wailed	charming
motionless	a piece of land with water on all sides
isle	one of its kind

Let's continue

Next morning as usual, the monkey jumped onto the rock and landed on the next island. Seeing this, the crocodile swam to the rock. He lay still on the rock keeping his head and all well under water. Only his back was above water and it looked like a part of the rock. After having a good meal, the monkey decided to return. He looked at the rock. Strange! The rock has

become so large [illegible] he thought, [illegible] was [illegible] a big wheel [illegible] come here. Pass by that [illegible] crocodile is playing a crock again [illegible] lying there pretending to be a rock."

The monkey made up his mind very quickly. He shouted "Hello Rock! My dear friend, how come you is so gloomy today? And you didn't welcome me today as you always do. Are you angry with me?" Hearing him, the crocodile thought. Perhaps [illegible] must really [illegible] have [illegible] should speak to him posing as the rock otherwise he might suspect something. So he said "No, no my friend. You is always welcome."

"If you aren't angry why are you looking so different?" said the monkey.

At this, the crocodile got impatient. He raised his head above water and said "Do not [illegible] you stupid [illegible] is alive [illegible] you soon." The monkey realised that he could not return home like all other days. So he made an other plan. He said "My friend, [illegible] Why do you do all this? To catch me? Just open your mouth wide. I'll jump straight into your mouth."

The monkey had observed earlier that whenever the crocodile opened

his mouth. His eyes would shut completely. But the crocodile did not know that he was happy at the monkey's **suggestion**. He quickly jumped on the tree with his mouth wide open and his eyes closed. The clever monkey leant on the crocodile's head and then quickly jumped back to the river bank.

From the safety of his home upon a nearby tree, the monkey laughed at the crocodile and said, "You foolish crocodile! You can never catch me. No doubt you're bigger than me, but you're a bigger fool, too!"

(adapted from *Best of Jataka Tales*)

Word frame

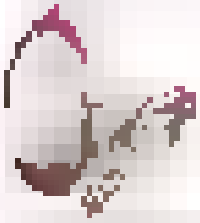
Irritate – an act of annoying

Impatient – restless

realized – became aware of a fact

observed – noticed

suggestion – an idea or a plan



Let's do

Activity 4

Write 'T' for True and 'F' for False statements in the given blanks

(a) The crocodile felt that catching the monkey was a difficult job. ____

(b) The rock always talked to the monkey. ☐

(c) The monkey jumped straight into the crocodile's open mouth. ☐

(d) The monkey returned to his home safely. ☐

(e) The monkey was more clever than the crocodile. ☐

ACTIVITY 5

Complete the following sentences with information from the text

(a) The crocodile approached and said

(b) After having a good meal the monkey

(c) The crocodile thought that he should speak to the monkey as the rock because

(d) The monkey observed that every time the crocodile opened his mouth

(e) The monkey had his home

(f) The crocodile was bigger in size and was also

ACTIVITY 6

Answer the following questions

(a) Who swam to the rock ?

(b) Why did the monkey become suspicious ?

(c) What was the monkey's suggestion to the crocodile ?

(d) What did the monkey tell the crocodile from his safe shelter?

ACTIVITY 7

Fill the blanks with words from the story. The first letters of the words are given:

(a) The crocodile n_____ the monkey crossing the river

(b) The monkey always _____ from the crocodile's clutches

(c) The monkey thought that the crocodile was playing a _____ once more

(d) The crocodile realized that _____ the clever monkey's plan

(e) From his safe home the monkey called the crocodile a _____

ACTIVITY 4

Replace the underlined words with their opposites from the box

(a) Can you see the sun _____ here?

(b) This medicine tastes bitter.

(c) _____ the English question paper was easy.

(d) Sunita never feels nervous before an examination.

(e) _____ walking on the wet road.

(f) The boy has curly hair.

Let's talk.

Suppose the following day the monkey met his friend, another monkey, and told him what had happened. Discuss with your partner and tell the class what they said to each other. Some clues are given for you.

1st Monkey: Hello! How are you?

2nd Monkey: Fine _____ ?

1st Monkey: [illegible] right. Do you know [illegible]?

2nd Monkey: No. Tell me please.

1st Monkey: A big [illegible] table.

2nd Monkey: But [illegible] [illegible]?

1st Monkey: [illegible] wasn't afraid. I told him [illegible]?

2nd Monkey: Then?

1st Monkey: [illegible] jumped [illegible] and then _____

2nd Monkey: Really? You're [illegible]

Let's learn.

Let's look at these sentences from the text:

- It wasn't raining when I came here.
- And you didn't welcome me.
- You're always welcome.

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible] and [illegible] are contracted form or short forms. Similarly,

[illegible] means am

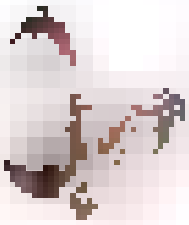
[illegible] means shall will

[illegible] means They are

[illegible] means do not

[illegible] means should not

[illegible] means let us



Let's do.

ACTIVITY 9

Let's match the two sides:

Short form	Full form
We'll	Cannot
I'm	Did not
She's	We'll not
Couldn't	She is
Weren't	We will
You've	I am
Won't	Were not
Can	You have

ACTIVITY 10

Now read in pairs the following passage and underline the prepositions there. One is done for you.

The farmer [illegible] sheep and [illegible] at the bank of a river. At the [illegible]

[illegible] in the tree started to request the farmer not to cut down the tree. But the farmer didn't listen to them. He was in a hurry to finish off his work.

ACTIVITY 11

Let's fill in the blanks with the prepositions given in the box.

(a) The sun is looking [illegible] the [illegible]

(b) Give this [illegible] your class teacher [illegible]

(c) Put the duster [illegible] the table

(d) [illegible] water [illegible]

(e) Put [illegible] the sign [illegible]

(f) I go [illegible] school every day

Let's learn.

We already know that a sentence has two parts: subject and predicate. Here are two sentences from the text. In these sentences, the Subject appears right at the beginning.

- [illegible] smiled on the rock.
- [illegible] swam to the [illegible].

Here [illegible] are subject words.

Now read these sentences.

- Every morning I brush my teeth.
- In his class [illegible] has many friends.
- Here comes [illegible]
- How beautiful [illegible]

Here we see that the subject sometimes appears in the middle and even in the end of sentences.

Let's do

ACTIVITY 12

Read the following sentences. Circle the subject and underline the predicate. One is done for you:

(a) Ravi [illegible]
(b) The rock never talked to the monkey
(c) Here comes the grandmother
(d) Every evening mother cooks food for us.
(e) Rohan plays cricket for a local club
(f) Everything [illegible] the tree
(g) Don't snow [illegible] full name

Let's recite

The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale?

How cheerfully he seems to grin!
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

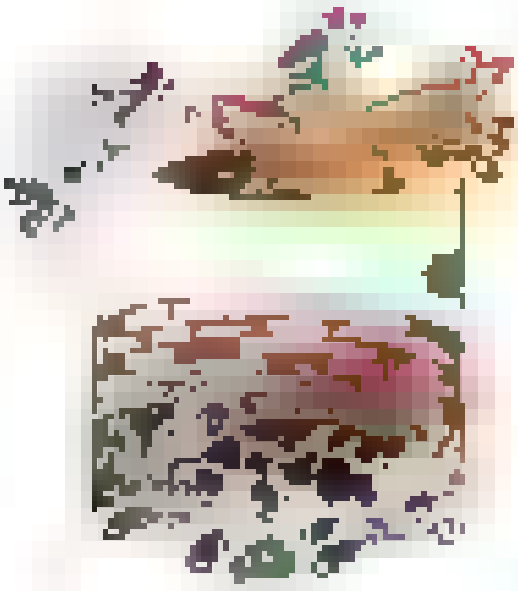
Lewis Carroll

Let's do

ACTIVITY 13

Let's write a short story in eight sentences with the following hints. Give it a title.

A fox fell into a well. Failed to get out. A goat came. The fox asked goat to drink water from the well. Goat jumped in. Fox stepped on the goat's back and got out. Goat remained in the well.



Let's begin like this

Title

Once a fox was moving around a village. He wasn't careful. Suddenly he fell into a well.

Let's work together.

You have read about the monkey and the crocodile. Now sit in groups. Make three charts. Show the

- differences in the kind of food the two animals take
- the place they live in
- their special physical features

The Rebel Poet

Let's begin.

Let's sing an inspiring song together.

We shall overcome

We shall overcome

We shall overcome someday

Deep in my heart I do believe

We shall overcome someday

Let's read

[illegible] Prithvi is doing a newspaper

Prithvi Father, guess what happened today?

Father What, dear?

Prithvi Our teacher has asked us to sing a patriotic song on the Republic Day.

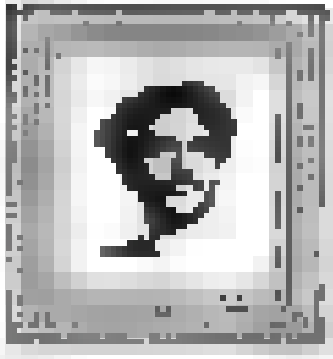
Father Which song are you going to sing, son?

Prithvi We are suggested that we should sing 'Kavar ev Tauha Repat'

Father Do you know who has written the song, Prithvi?

Pritam No, father

Father He's our great poet Kazi Nazrul Islam, the author of the famous poem 'Bidrohi'



Pritam Will you tell me more about him?

Father He was born at a time when India was under the British rule. Through his writings, he inspired the Indian youth to boldly fight for freedom

Pritam When was he born, father?

Father He was born on 24th May, 1899 in the village of Churulia. This was near Asansol in the Burdwan district of West Bengal. As a child he was attracted to folk theatre and later wrote many folk plays like 'Dukhu Kumar' and 'Kabi Kumar'

Pritam That is interesting

Father In 1910 Nazrul met the revolutionary Nibaran Chandra Ghatak who was his teacher. The poet Kumud Ranjan Mullick was the Head Master of the school. Nazrul joined here

Word Bank

patriotic	expressing love for one's country
inspired	motivated
folk theatre	theatre of the common people of a country
revolutionary	a person who rebels

Let's do

Activity 1

Complete the following sentences:

(a) Pritam was to sing the song _____

(b) Nazrul was born in _____

(c) Burdwan district is in _____

Activity 2

Answer the following questions:

(a) Was India independent when Nazrul was born?

(b) Name some of the folk plays that young Nazrul had written.

(c) Who was Nazrul's teacher?

(d) Who was Kumud Ranjan Mullick?

Let's continue.

Uncle Rahim enters the room. He joins in the conversation.

Pritam — Did Kumud Ranjan inspire him to write poems?

Father — Yes. But Nazrul was also influenced by Rabindranath and the Persian poet like Hafiz and Khayyam.

Uncle Rahim — Did you know that Nazrul joined the army under the British? He was in the 49th Bengal Regiment. After the First World War, the regiment was disbanded in 1920. So he came to Calcutta.

Father At that time Indians had [illegible] against the British rule. Nazrul protested against the cruelty of the British in his own way. In fact, he also [illegible] with inspiring poems and songs to voice his protest. He is the rebel poet of India.

Pritam I hardly knew so much.

Father You should read his poems like Kandur Monsur, Bhangar Gaan, Forgive and also listen to his songs. The British were afraid that Nazrul's writings could instigate the Indian freedom fighters.

Pritam What did the British do?

Uncle Rahim The British grew perturbed.

Father In 19[illegible] Nazrul started a magazine 'Dhumketu' where he published 'Anandamoyee Agamone', a poem.

Uncle Rahim The British raided the office of 'Dhumketu'. The poet was arrested for 'Kumilla'.

Pritam What happened then?

Father He was transferred to the Hooghly Jail and there he began fasting. It was his way of protesting against the cruelty of the British.

Pritam For how many days did he fast, father?

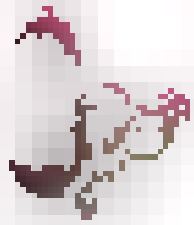
Father He fasted for more than a month. In December 1926, he was released from jail.

Pritam Thank you so much, father. Now I'll be able to sing 'Karar Oi Louha Kopat' with zeal and passion. I'm so proud that the teacher has selected me for singing it.

Uncle Rahim Then let's hear you sing. We'll sing along with you as well.

Word Trove

disbanded	broken up
rebel	person who fights against authority
instigate	urge to act
perturbed	worried
raid	surprise visit by the police
fasting	going without food
deal	great energy
passion	deep love



Let's do.

ACTIVITY 3

Tick (✓) the right answer.

(i) The poems inspired the youth
- (a) to fight the British
- (b) to help the British
- (c) to talk to the British

(ii) A poem that he wrote was
- (a) Kheya (Ferry Boat)
- (b) Prashna
- (c) Death

(iii) Nazrul was called
- (a) the fiery poet
- (b) the rebel poet
- (c) the inspired poet

ACTIVITY 4

Write True and False statements in the given boxes.

(a) Nazrul was born when India was still under the British rule. ☐

(b) Nazrul was interested in folk theatre. ☐

(c) In school Nazrul met the great poet Kumud Ranjan Mullick. ☐

(d) Nazrul served the Indian army under the British rule. ☐

(e) Nazrul fasted for forty days. ☐

ACTIVITY 5

Fill in the chart with information from the text.

[illegible]	[illegible]
1910	
	the regiment was disbanded
1922	
	Nazrul was released from jail

ACTIVITY 6

Answer the following questions

(a) Who [illegible] Nazrul to write poems?

(b) Why did Nazrul have to leave the army?

(c) In which magazine was the poem Anondomoyee Agomoner [illegible] published?

(d) Why did Nazrul start fasting?

Let's learn.

Let's look at the sentences.

(a) During the First World War, the regiment was disbanded in 1920

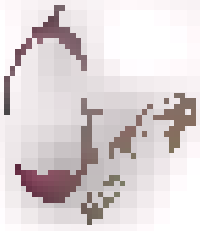
(b) He inspired the Indian youth to boldly fight for freedom

(c) Soon he began fasting.

In sentence (a) the word [illegible] tells us about the time of action. It is an example of adverb of time.

In the sentence (b) the word boldly tells us about the manner of action. This is an example of adverb of manner.

In the sentence (c) the word [illegible] tells us about the place of action. This is an example of adverb of place.



Let's do

ACTIVITY 7(a)

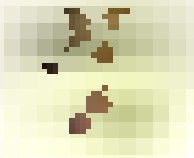
Underline the adverbs in the following sentences. Group them under 'Adverb of manner', 'Adverb of time' and 'Adverb of place'.

(1) Now I will go to school.
(2) He sat beside me.
(3) He will watch a play tomorrow.
(4) She eagerly waited for the result.
(5) The train moved slowly out of the station.
(6) We went [illegible] yesterday.
(7) Come here.
(8) I shall gladly do it.

ACTIVITY 7(b)

Let's classify the adverbs in the following chart.

Adverb of Time	Adverb of Manner	Adverb of Place



Let's learn.

Let's learn the use of the coloured words

(a) In fact he also started writing poems and songs to voice his protest.
(b) Then let's hear you sing.

In these sentences, the coloured words link the sentence to the previous ones in the passage. Such words are "linkers". They relate one idea to the other.

Let's do.

ACTIVITY 8

Let's learn how to polish pots

(i) A pot is bought.
(ii) It is washed with water.
(iii) It is dried in the sun.
(iv) It is polished.
(v) Polish is applied to make the surface shiny.

Now add linkers to show the sequence of polishing pots. You may use the following linkers:

at first, then, at last, next, afterwards

Let's talk

Discuss among yourselves how to prepare your school to suggest the chain of events that goes in preparing tea

Let's do..

ACTIVITY 9

Write eight sentences about the childhood of Rabindranath Tagore. Here are some prompts

Born on 8th May 1861, did not enjoy formal schooling, was taught at home, mathematics teacher was Aghore Babu, used to play in the veranda with, role playing as a teacher, taught the villagers, pretend they were students, conclusion

Let's work together

Let's make a scrap book

Things we need

- Chart paper, scissors, glue, pictures of Rabindranath Tagore, Aurobindo Ghosh, Netaji, Subhash Chandra Bose and Mahatma Gandhi

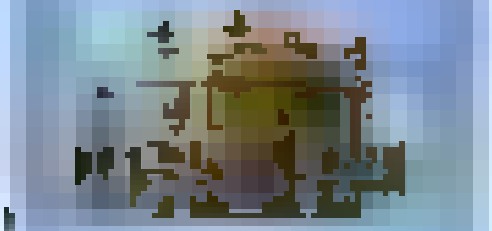
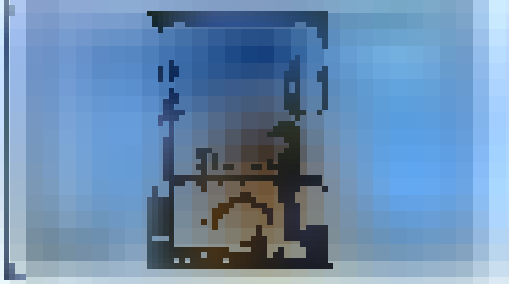
Method

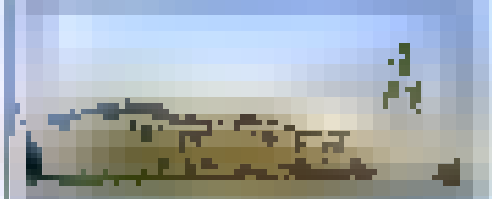
- Fold the sheet of chart paper so that it looks like a book and cut on the sides. Stitch or staple the papers together
- Paste the pictures of the eminent personalities on the pages of your scrap book. Mention their dates of birth, names of their parents, their schooling and their contribution to our nation

Buildings to Remember

Let's begin.

Here is a chart of important heritage buildings.

	[illegible]	Delhi
	[illegible]	Amritsar [illegible]
	Charminar	Hyderabad Andhra Pradesh

	Konark Sun Temple	Konark, Odisha
	Hazarduari Palace	Murshidabad, West Bengal
	Shaheed Minar	Kolkata, West Bengal
	Victoria Memorial	Kolkata, West Bengal

- Where is the Charminar located
- Which famous palace is located in Murshidabad?
- Where is the Golden Temple located?
- Which famous monument is situated in Delhi?
- Where is the Victoria Memorial situated?
- Where is the Konark Sun Temple situated?
- Do you know the name of any other famous monuments?

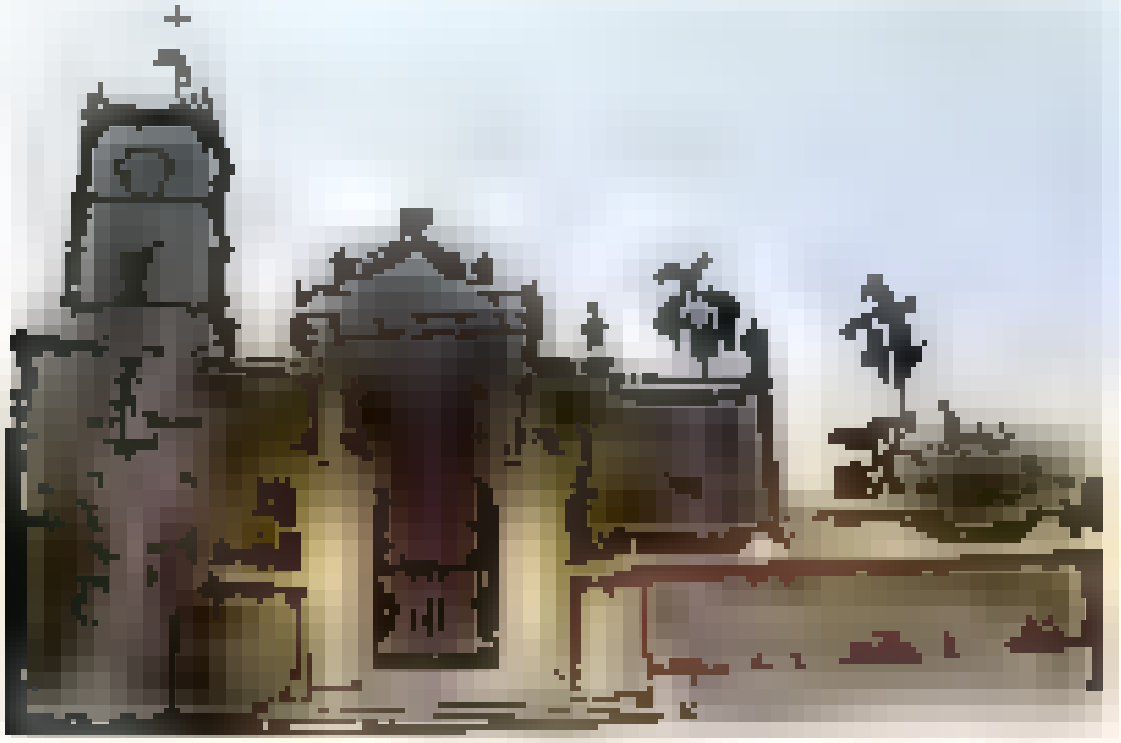
Mita and her classmates, a team of twenty-five, went to Bandel one Saturday with their history teacher. They visited the Bandel Church. It was their first outing. So everybody was excited.

They bus started from Chandannagar. On their way, the teacher asked them whether anyone had visited the Bandel Church before. None of them had. So they remained silent. Mita was an exception, though. She said with enthusiasm, 'Yes, Madam, I have visited the place before.'

'Oh, yes? That's great. Tell us what this place is like, Mita,' said the teacher. Everybody was looking at Mita with soon interest.

Mita began, 'My uncle, who lives there, took me to the church.'

'What did you see there?' asked Amina, one of Mita's friends. Mita was about to speak when the teacher stopped her. She said, '... Mita tells us right



The Bandel Church

now about everything she had seen. We will get familiar with all its details at the hour's remaining. Springer [illegible]

Suddenly one of the students asked the teacher. There are so many places we could have visited. Why have we chosen Bandel Church then, Madam?

The teacher smiled. "A very good question, Sujata." She continued. Sometimes we visit a place for fun and enjoyment. At times, our visit helps us to gather valuable information about the history and culture of a place.

Sujata was curious. "Is Bandel Church a historical place, Madam?"

"Yes, my [illegible] It is one of the oldest churches in West Bengal," said the teacher.

Mita said, "Madam, my uncle told me that it can be seen as a memorial of the Portuguese settlement in Bengal." Amina looked confused. "I don't think I quite understand why," Mita said.

The teacher patiently explained to the girls, "Ok, let me make it clear. Around 1537, the Portuguese began to use Bandel as a port. The Mughal emperor Akbar gave them permission to build a town in Hooghly [illegible] 1579, the Portuguese built a port on the bank of the Hooghly. They called them Augustinian monks from Goa to build a church at Bandel in 1599.

Word Trove

outing = a short trip

exceptional = something that falls outside the general rule

keen = eager, sharp

memorial = something that is erected in memory of a person or an event

settlement = people coming down to live at a certain place

port = harbour = a town or city where a ship stops on a journey

Augustinian = a follower of St. Augustine

monks = religious men, [illegible]

Let's do

ACTIVITY 1

Complete the table with information from the text. Work with your partners. One is done for you:

name of the monument visited	the Bardel Chapter
location of the monument	
number of team members	
[illegible]	
the Mughal [illegible] mentioned here	
the year the church was built	

ACTIVITY 2

Find out words with similar meanings from the text

(1) answered	(2) starting	(3) field
(4) started	(5) establish	(6) [illegible]

ACTIVITY 3

Fill in the blanks with the correct form of the given verbs in the brackets

(1) Last Sunday, Reba _____ (visit/visited) the zoo.

(2) I [illegible] _____ (drink/drank) coffee everyday

(3) farmers _____ (grow/grew) crops in the field

(4) The boys _____ (enjoy/enjoyed) the football match yesterday

(5) Susie _____ (sings/sang) a patriotic song yesterday.

(6) We _____ (go/went) to school everyday by bus.

[illegible]

[illegible]

[illegible]

[illegible]

Word Trove

[illegible]

modified · changed

[illegible]

Let's do

ACTIVITY 4

Answer the following questions

1. Where did the trip stop?

(2) What were the names of the two friends of Mila

(3) How many Christians were taken to Agra fort

(4) Who were made to stand before the ferocious elephants?

(5) What did the elephants do with Father Juan de Cruz?

(6) Where was the Port of Shah Jahan located?

ACTIVITY 5

Make a list of what Mila and her friends saw in Our Blessed Church. Done for you.

A huge clock with four faces

(7)

(8)

(9)

(10)

ACTIVITY 6

Fill in the blanks with proper words from the help box

(1) We have many _____ places in our country

(2) Kasoni was very _____ when she saw the museum in Kolkata

(3) There are many _____ buildings in our town

(4) They were _____ when they returned to their home town

(5) Keep away from the _____ animals

(6) There was a _____ noise in the classroom just before the teacher entered

[illegible]

ACTIVITY 7

Suppose you went to a zoo with your parents and saw many interesting things there. Write five sentences to describe your experience.

Points – name of the zoo–time of visit–animals and birds seen–eating habits–your experience

Let's work together.

Visit your locality in groups. You will find your locality has a few other schools as well. Prepare a chart using the points given below

- name of the schools
- year of establishment
- the size of the school building

The Bird's Eye

Let's begin..

Here are some statements. If you agree tick ✓ in YES. If you disagree tick ✓ in NO

	YES	NO
I like to read story books		
I like to write a story on my own		
I don't like to tell a story to others.		
I don't like to listen to stories		
I like Thakurmar Jhuli		
I like the comics on Nonte Fonte		
I have heard about Ramayana		
I have heard about Mahabharata		

Let's read..

It was a bright and sunny morning. A large group of young boys gathered in the woodland with their bows and arrows. But they were not just ordinary boys. They were the five Pandavas and the hundred Kauravas! The five Pandava brothers and the hundred Kaurava brothers were cousins. But a fierce rivalry between them began to grow even when they were only children.

The royal children learnt the skills of using weapons from Dronacharya. He was one of the greatest warriors of his time. He had learnt the secret of powerful weapons from Parashurama. The Pandavas and the Kauravas were a quick to learn. They soon picked up various skills. All the princes learnt the use of all the weapons.

Each of them had their own favourite weapons. Duryodhana and Bhima favoured the mace. Yudhishthira's choice of weapon was the spear. Arjuna was fascinated by bows and arrows. The twins Nakula and Sahadeva were more comfortable with swords.

Guru treated all his disciples equally. But he liked Arjuna the most because Arjuna practiced his art with great concentration. Soon he became the best archer among all. Duryodhana and his brother Dushasana did not like this at all. Secretly, a feeling of dislike grew in their hearts towards the Pandavas. One day they openly expressed their envy for showing favour towards Arjuna. They told him that they were not any less skilful or worthy. As a trap in their rivalry, Dronacharya arranged for a test to pick out the best archer among them.

On that particular day, Guru Dronacharya asked the students to gather by the banks and near the wall. He had placed a wooden bird with a prominently painted eye on one of the trees.

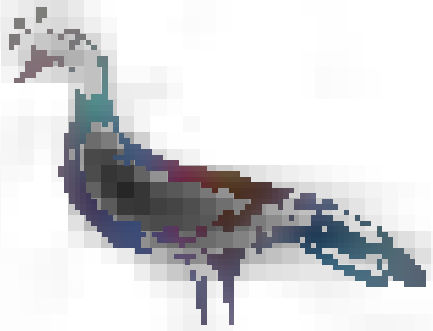
[illegible]

[illegible]

[illegible]

[illegible]

"Can't you see the trees and the sky, or perhaps the branch where the bird is sitting?" his teacher asked. "No Guruder, all I can see is the eye of the bird, and nothing else," said Arjuna, holding his bow steadily. Now Dronacharya was very glad. He praised Arjuna for his **immense** concentration. With a smile on his face, Dronacharya said, "Shoot!" **With** a loud **twang**, the arrow sprang from the bow and struck the bird's eye.



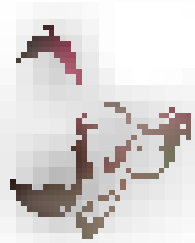
Dronacharya turned to the other princes. He said, "Did you all understand the reason of this test? Always remember, when you aim for something, you must look at the target and nothing else. Only with intense concentration can one strike the target. All of you saw other things like the trees, the fruits, the waves and the people because you were not concentrating on the task given to you. It was only Arjuna who had actually concentrated. So now all of you know why Arjuna is the best student!"

Dronacharya's words impressed the Kauravas and all understood that Arjuna was indeed the best archer.

Word Meanings

woodland	forest
secret	something that is kept hidden
rivalry	opposition
warriors	persons who fight in a battle or war
calculated	greatly admired
mace	a heavy weapon with a spiked metal head
disciples	students
concentration	activity in which all attention on a single thing
immense	great
twang	sound of a tightly stretched string being plucked

criticism	expression of disapproval
obeyed	did what was told
observed	notices
archer	a person who shoots arrows with a bow
twins	two children born at the same time to the same mother



Fill's dip

ACTIVITY 1

Let's check (✓) the correct answer

1. Drona's aim arranged a test to
   (a) decide the best archer among all
   (b) decide who is the most intelligent boy amongst all
   (c) decide the most obedient boy amongst all.
2. The Kauravas were
   (a) five brothers
   (b) fifty one brothers
   (c) a hundred brothers
3. Nakula and Sahadeva were most unfortunate with
   (a) bows and arrows
   (b) swords
   (c) spears

4. "I can see only the eye of the bird," said
   (a) Dronacharya
   (b) Duryodhana
   (c) Arjuna
5. All the children gathered in the woodland near
   (a) a small hut where Guru Dronacharya lived
   (b) a pond where a crane lived
   (c) a palace where their parents lived
6. Duryodhana was
   (a) the eldest brother of the Pandavas
   (b) the eldest brother of the Kauravas
   (c) the youngest brother of the Kauravas
7. Ultimately the test revealed that
   (a) Arjuna was the best archer
   (b) Arjuna was the most clever student
   (c) Arjuna was not at all a good archer

ACTIVITY 2

Write "True" and "False" for false statements in the given boxes

(a) Dronacharya was one of the greatest poets of his time. [ ]

(b) The bird was made of paper. [ ]

(c) Dronacharya was a disciple of Parashurama. [ ]

(d) Dronacharya was not pleased with Arjuna's wonderful attack. [ ]

(e) Yudhishthira was very obedient to his Guru. [ ]

(f) All the children were learning various skills happily. [ ]

ACTIVITY 3

Fill in the chart with information from the text. One is done for you:

Name of the prince	Favourite weapon
Yudhishthira	spear
2	bhala
1	sword
2	
Arjuna	

Activity 4

Let's answer the following questions

(1) Who was the Guru of Dronacharya?

(2) Where was the bird placed?

(3) What did the Arjuna see?

(4) Why did Dronacharya like Arjuna the most?

(5) What is most important in hitting a target?

Activity 5

Write the opposite of the following words. You will find the words in the above story. The first letter of each word is given in the box.

dark	h	4. worst	b
sad	g	5. everything	n
never	a	6. invisible	v

Activity 6

Match the words in Column A with their meanings in Column B

A	B
disciples	good
royal	kept quiet
immense	noticed
silenced	students
angel	huge
prominently	majestic
observed	disunity

Activity 7

Let's fill in the gaps with words given in the box

(1) We were _____ to hear the sad news _____

(2) The players are _____ for the game _____

(3) Always try to keep yourself away from _____ animals _____

(4) _____ give me a glass of water _____

(5) Renuka _____ all her friends on the 10th birthday _____

ACTIVITY 8

Let's write a sentence on the lines below

1. He always speaks _____ truth
2. Nisha has seen _____ animal
3. Mr. Sen is _____ honest man
4. Ankur is drawing _____ sheet of paper
5. _____ Ganga is a very river
6. Have you seen _____ owl?
7. My grandfather gave me _____ pen

ACTIVITY 9

Let's look at the picture below

Let's fill in the blanks with words from the box and describe the room:

(1) There is a table _____ the centre of the room

(2) There is a vase _____ the table

(3) Some flowers are _____ the vase

(4) A dog is lying _____ the table

(5) A fan is hanging _____ the ceiling

(6) A blackboard is _____ the door

(7) A cat is walking _____ the room

Let's learn.

Look at the words below. You will find them in the text.

equally, exactly, already, openly, innocently, silently

Underlined words qualify words.

Examples:

- Yudhishthira replied innocently

  Here the word 'innocently' qualifies the verb 'replied'

- The Guru treated all his disciples equally

  Similarly, here the word 'equally' qualifies the verb 'treated'

  Such words are called **Adverbs**

  Let us also remember that an adverb also qualifies an adjective

Example:

- Dronacharya was very glad ← Here the word 'very' qualifies the adjective 'glad'

Let's do

ACTIVITY 10

Some words are given below. Let's put a tick ✓ beside those words which are adverbs.

(1)	silently	☐	(6)	only	☐
(2)	now	☐	(7)	house	☐
(3)	remember	☐	(8)	meat	☐
(4)	soon	☐	(9)	try	☐
(5)	aim	☐	(10)	exactly	☐

ACTIVITY 11

Let's fill in the blanks with the adverbs given below.

(1) We opened the lid of the box _____.

(2) The man was _____ punished but he learned _____.

(3) We should _____ try to help others _____.

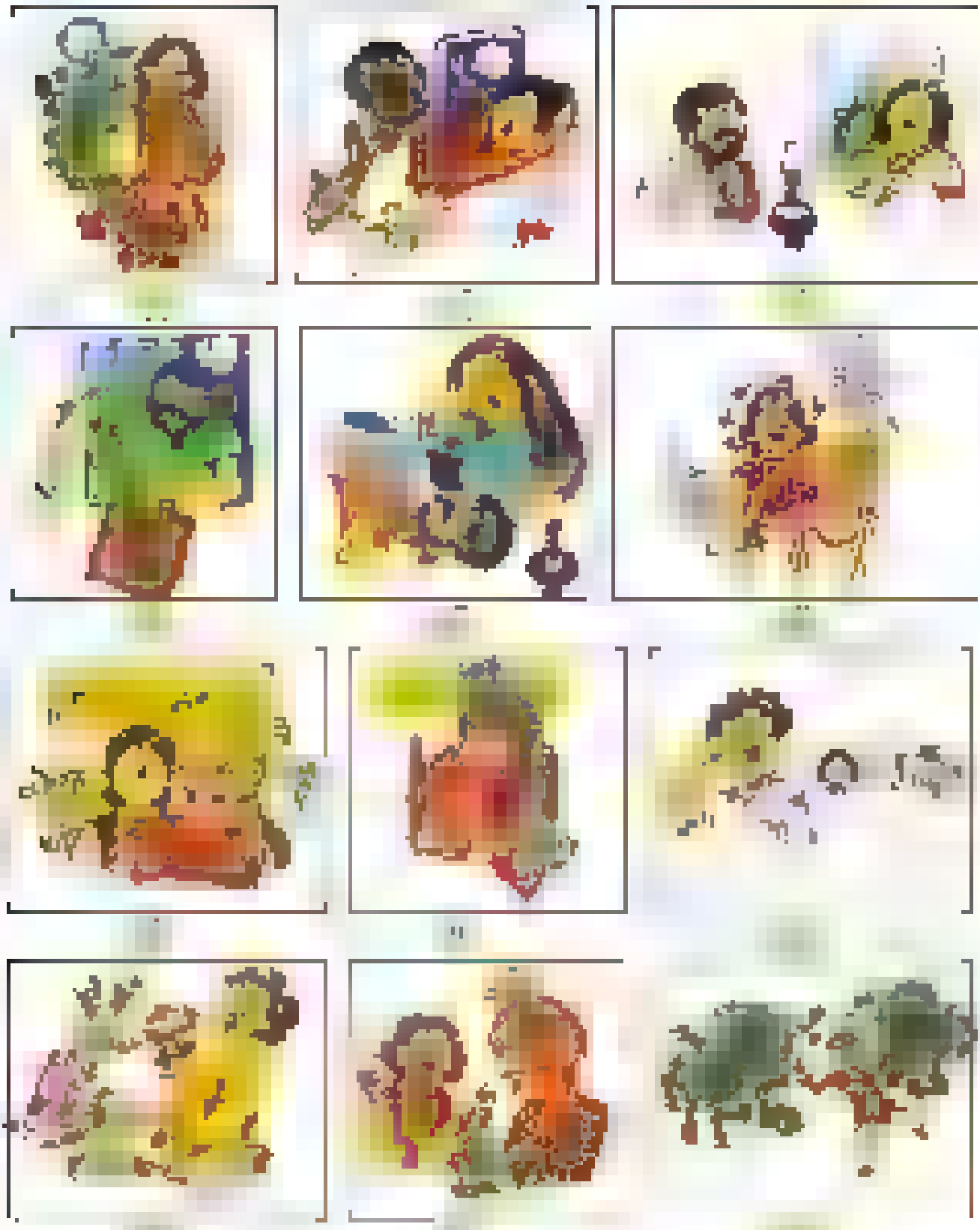
(4) Yesterday there was an accident _____ near Renu's house.

(5) Soldiers fight _____ for their country.

(6) _____ we went to a zoo _____.

Let's work together.

Let's look at the set of pictures below. The pictures are telling us a story. It is a story from 'Metal Parachuting Shed'.



Look at the sentences below. They are not in order. Arrange them serially according to the order of the pictures in page 103. One is done for you.

- A woman called [illegible] married a man and the child decided to give up stealing. [ ]
- Bela picked towards a parrot in Vikram [ ]
- The businessman loved his family and feared the child well. The child grew up and took charge of the business. [ ]
- The thief died. [ ]
- [illegible] a businessman [ ]
- After a son is born the thief found that he had no money to support his family. [ ]
- He went back to stealing [ ]
- [illegible] and the businessman died [ ]
- The young boy came to a river side to perform the last rites. Three pair of hands came out claiming the offering. The boy recognised his mother's hands. [ ]
- But the young boy could not make out which pair of hand was his father's. He received his mother's advice mentioning his real father. [ ]
- Bikram replied: "The businessman saved the child and brought up the child." Bela flew away. [ ]
- Bela stopped the story and asked Bikram, "Now tell me which father was 'having' on the offering?" [ ]

A Great Social Reformer

Let's begin

Look at these pictures and answer the question below

- Who are these people
- Why are they famous?

Let's match Column A with Column B

A	B
Vidyasagar	started Young Bengal Movement
Vivekananda	stopped the evil practice of 'Sati'
Raja Rammohan Roy	spread the message of brotherhood
Derozio	started widow remarriage

The persons in column A were all great social reformers.

Many [illegible] a great [illegible] inspired [illegible] from Bunga

Let's read

She is Begum Roseya a remarkable woman whose efforts considerably changed the state of female education in Bengal. Her full name was Begum Roseya Sakhawat Hossain. She was kind and generous to the disadvantaged women of Bengal, and extended her helping hand to the poor and the needy. She was the pioneer in setting up a school for the poor Muslim girls of Bengal. She strongly believed in the need of modern education for woman.

Begum Roseya was born in an affluent Muslim family. Though she never went to school, Roseya educated herself through her own interest and efforts. She learnt Arabic and Persian at home and also received lessons in Bengali and English. Some great books written by her both in Bengali and English were remembered forever.

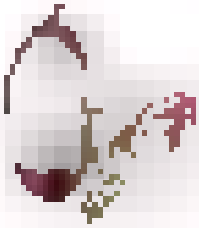
Word Trove

generous – giving freely

disadvantaged – in an unfavourable position

pioneer – path-breaker

affluent – having money



Let's do.

ACTIVITY 1

Complete the following sentences with information from the text

1. Begum Rokeya was born _____
2. At _____ she lived _____
3. She never went _____
4. She wrote _____

ACTIVITY 2

Table A and Table B have words with opposite meanings

Let's match Table A with Table B

	A	B
(a)	kind	rich
(b)	poor	forget
(c)	advantaged	cruel
(d)	remember	disadvantaged

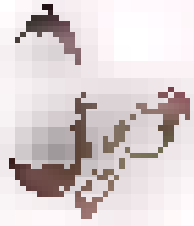
Let's continue

Begum Rokeya wrote extensively on the need for social reforms. Some of her various books include Sultana's Dream (Mistaken Utopia) and Pedmahal. She wrote against social injustice and the restrictions suffered by women. Rokeya had immense faith in women's power and proclaimed that without the help of women a family can never stand. She proclaimed the gendered division of labour and felt that there should be no gender inequality.

Begum Rokeya was a strong humanist. She gave lessons to women on various objects. She was the founder of Anjumane-e-Khawateen-e-Islam (a Muslim Women's Association). Rokeya had a deep belief in the inherent unity of our nation.

Word Bank

extensively – widely
reforms – positive changes
injustice – unfairness
restrictions – curbings
proclaimed – announced
humanist – a person who believes in humankind
inherent – underlying



Let's do.

Activity 3

Let's write T for true and F for false statements in the given boxes.

1. Begum Rokeya never thought about others. ☐

(2) Begum Rokeya demanded education for women ☐

(3) She wrote against social [illegible] ☐

(4) She never felt the importance of women in a family ☐

ACTIVITY 4

Find out the word-clusters (describing word + naming word) from the above text

Example: Social reforms

(a) healthy

(b) women

(c) first

(d) humanity

(e) faithful

(f) ideal

(g) books

Let's learn.

Let's find out the meaning of the following signs

(i) tells us that it is a question. It is a question mark

(ii) tells us that we stop here. It is a full stop

(iii) tells us that we stop here for a short while. It is a comma

(iv) tells us that a list or a point follows from here. It is a colon

(v) indicates the break of a sentence. It is a semicolon

(vi) indicates possessiveness. It is an apostrophe

(vii) indicates surprise, joy or anger. It is an exclamation mark

(vii) indicates a compound word. It is a hyphen

(ix) indicates direct speech. It is a quotation mark

All these signs are called Punctuation marks

Let's do.

ACTIVITY 5

Put the punctuation marks in the following sentences. The first one is done for you

(i) Vivekananda and RAD Tagore are my brothers

(ii) son takeyes friend said the lady

(iii) who are you oh you are wounded

(iv) in case there are many birds like this parrot English

(v) newly-founded school

(vi) vidyasagar was a social reformer

ACTIVITY 6

Let's fill in the blanks with appropriate prepositions

Swami Vivekananda was born _____ 1863. He was born _____ Calcutta. He belonged _____ a rich family. _____ those days our country was _____ the British rule. Vivekananda fell for the misery _____ the poors

ACTIVITY 7 (a)

Let's classify the personal pronouns and possessive pronouns from the passage.

Raja Ram Mohan Roy was a great social reformer. He lived in the 19th century Bengal. He worked hard for the betterment of our society. His fight was for abolishing the evil custom of sati, and his contribution to the improvement of Indian education will be remembered forever. We are all proud of him.

ACTIVITY 7 (b)

Change the personal pronouns used in Activity 7(a) into possessive pronouns. One is done for you.

Personal Pronoun	Possessive Pronoun
he	his

ACTIVITY 8

Use the following hints and write ten sentences about Henry Louis Vivian Derozio.

Name	Henry Louis Vivian Derozio
Date of Birth	18.04.1809
Parents names	Francis Derozio, Sophia Johnson
Place of birth	Fort St. George, Kolkata.
School	David Drummond's School, Dhurmotolah Academy.
Service	Teacher of English Literature and History, Hindu College.
Achievements	Assistant editor of The Hindu Gazette, editor of The Calcutta Gazette, The East Indian and The Bengal Annual etc.
Notable works	To India, My Native Land, The Harp of India, The Fakir of Jungheera etc.
Death	26th December 1831

Let's talk

(i) Write about the person you love the most

To he/him: (i) the name of the person

(ii) your relationship with the person

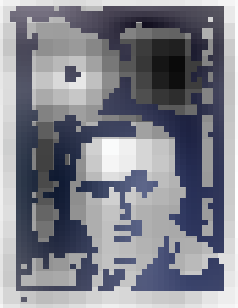
(iii) why you like him/her so much

Let's work together

Scrapbook Maker

We use postage stamps to send letters. Stamp collecting is a very popular hobby.

Let's start collecting stamps



- Take an old unused copy
- Collect used postage stamps
- Collect stamps of as many countries as you can
- Read what is written on the stamps
- Use glue and paper hinges to paste stamps in your copy
- Your stamp album is ready

The Finishing Point

Let's begin

- What is the girl doing in the picture?
- Which is your favourite sport?

Let's read.

Raza has been awarded a prize in the Annual sports of her school. She gets a book on Indian athletes. The book contains a chapter on the life of P. T. Usha, the sprint Queen of India. As Raza is very eager to know about P. T. Usha, she started reading the book right away, after dinner.

Pavvolakandi Thekkaparambil Usha, generally known as PT Usha is indeed the most famous and successful female athlete from India. Her extraordinary performance at the track earned Usha titles like the Queen of Indian Running

Track and Payyoli Express

P[illegible]sha was born on [illegible]th June 1964 at Payyoli, a village in the Payyoli district of Kerala. Though usha was affected by ill health in her early childhood, her promise in sports could be clearly noticed. Against all odds, she succeeded in becoming one of the greatest athletes India has ever produced. She made her first national record in the 100 metres sprint in 1979 when she was just 13 years old.

Word Bank

affected – to become ill

sprint – a short fast race

Let's do.

ACTIVITY 1

Let's fill in the chart with information about P. T. Usha

Full name	
Date of birth	
Place of birth	
First national record	

ACTIVITY 2

Let's answer the following questions

1. Who was the Queen of the Tracks?
2. How was Usha's health in her early childhood?

Page 7

ACTIVITY 3

Let's match the following words with their meanings

A	B
lived	[illegible]
displayed	[illegible]
with	[illegible]
[illegible]	[illegible]
es	showed

Let's continue

P[illegible] could not perform [illegible] their [illegible] in the 1980 Moscow Olympics. Even [illegible] the 1982 New Delhi Asiad, she [illegible] could only [illegible] a silver medal in the 100 metres and the [illegible] metres sprint. However, at the Asian track and field [illegible] Championship in Kuwait a year later, Usha won the gold medal in the 400 metres race with a new Asian record. Thereafter, she picked up 3 gold medals at the [illegible] meets that were held between 1982 and 1986. She finished first in the semi-finals of the 1984 Los Angeles Olympics, but faltered in the finals, [illegible] repeated [illegible] when Usha [illegible] a photo finish by [illegible] player and [illegible] lost the bronze medal. The same [illegible] had happened to another great Indian athlete Milkha Singh in the 1960 Olympic Games. On both these occasions the Indian athletes could win no medals.

Word meaning

Asiad—Asian games

failed—Failed

photo-finish—close finish

Let's do

ACTIVITY 4

Let's put a tick ✓ for the right answer and a cross ✗ for the wrong answer

1. Usha had a memorable entry in the 1980 Moscow Olympics
2. 1982 New Delhi Asiad was a good experience for Usha.
3. She made a new Asian record in Kuwait
4. Between 1981-1989 Usha won more than ten gold in ATF meets
5. Usha finished first in the final of the 1984 Los Angeles Olympics

ACTIVITY 5

Let's answer the following questions

1. How was Usha's performance in New Delhi Asian Games
2. Two Olympic Games are mentioned in the text. When did these take place? Where were these held?

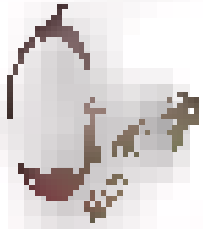
Let's continue

In the 1986 Seoul Asiad, when Usha was just 21 years old, she became Asia's sprint queen by winning the 100 metres, the 200 metres, the 400 metres hurdles and the 4x400 metres relay race. The next five years saw her grow from strength to strength in the Asian tracks. Usha thus became an icon for Indian women athletes and a living legend in Kerala, where newborn babies were regularly named after her.

Word Trove

icon: symbol

legend: famous personal story



Let's do

ACTIVITY 6

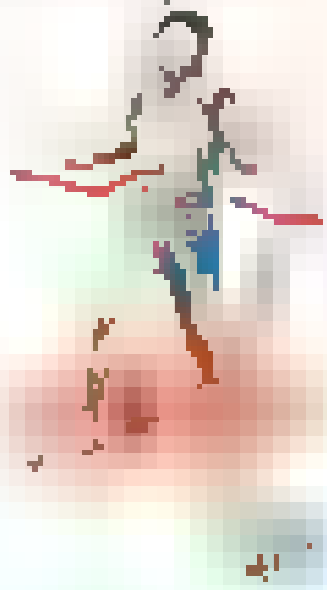
Let's answer the following questions

1. How old was Usha when she participated in the Seoul Asiad?
2. Name the four events Usha won in the 1985 Seoul Asiad.
3. How popular is Usha in her state?

Let's continue

Usha retired from athletics and married V. Srinivasan in the year 1991. But she made a sudden **comeback** in the year 1998, at the age of 34 years. To everyone's surprise and delight, she won Bronze Medals in 200 metres and 400 metres races at the Asian Track Federation Meet held at Fukuoka in Japan.

In recognition of her excellent services to the nation, Usha was honoured with the **Arjuna Award** in the year 1983 and the Padma Shri award in the year 1985. Apart from that, Indian Olympic Association (IOA) honoured her with the title the Sportsperson of the Century and the Sportswoman of the **Millennium**.



Word Bank

comeback – [illegible]

Arjuna Award – [illegible]

millennium – a thousand years

Let's do

ACTIVITY 7

Write down why the following years were memorable in Usha's life

1983 _____

1985 _____

1991 _____

2000 _____

ACTIVITY 8

Let's use the following words from the box to fill in the blanks

(1) 1990 Olympics was _____ for Usha

(2) Mr. Roy has an _____ voice

(3) The anemic made a _____ attack

(4) Sowmya was chosen for his _____ performance

(5) Determined effort made Reshma a _____ lady.

ACTIVITY 9

Let's rearrange the following sentences to put them in order

(1) Usha organized Payyoli Express

(2) Usha took part in Los Angeles Olympic games

(3) Usha won two silver medals in the New Delhi Asiad

(4) Usha had ill health during childhood

(5) Usha received the Padma Shri Award

ACTIVITY 10

Write complete sentences using information given in the chart below. The first one has been done for you

Jenai Mzoul winning Asian Games

Silver	982 New Delhi	100 metres
Silver	1982 New Delhi	200 metres
Gold	1986 Seoul	400 metres
Gold	1986 Seoul	400 metres
Gold	1986 Seoul	400 metres hurdles
Gold	1986 Seoul	4x400 metres relay
Silver	1986 Seoul	800 metres
Silver	990 Beijing	400 metres
Silver	1990 Beijing	4x100 metres relay

1. Julia was the first medal in Asian Games in 1982 in New Delhi. Julia

(2)

(3)

(4)

(5)

(6)

(7)

(8)

ACTIVITY 11

Write five connected sentences about another famous sportsperson who has brought glory to our country. Use the following hints.

Name of the sportsperson/sport—place from where he/she comes—since when plays—events in which he/she took part—awards/achievements

Let's recite

You don't always have to be in the lead
If you have the heart to come from behind
Don't give up hope, don't doubt yourself
And a new strength is what you'll find
In spite of nervousness, the climate is scorching
We'll always be in pursuit for life
So grab your all, everything you've got,
No matter the occasion, through pain and strife
So step up to the plate, enter the race
Never be afraid to take your pace
Winners are people who just never quit
And this is a little lesson we all will learn

-Melissa Underwood

Let's work together

Make a scrap book. Collect pictures of your school sports day

Beyond Barriers

Let's begin.

- What do you see in the picture?
- Which colours do you see in the picture?
- What does the blue colour signify?

Let's read.

It was Sunday. Barun lay sick on his bed. He was very sad as he could not join his friends Ravi, Pinky and Osman for a picnic. Barun's mother came into the room and asked him, 'How are you feeling, son?'

Next

'They must be having such a lot of fun at the picnic, mother,' he said, sounding **miserable**.

'Don't be sad, Barun. There is something for you that will lift your spirits.' She gave him a book on India's space travels.

On the cover of the book was a picture of Rakesh Sharma, the first Indian in Space. As soon as Barun started reading the book, he forgot all about his sadness. Barun came to know that Rakesh Sharma was born in 1949 in Patiala, in the state of Punjab. He was educated at St. George's Grammar School, Hyderabad and Kendriya Vidyalaya, Tirulherabad, Hyderabad. He joined the National Defence Academy as an Air Force **cadet** in July 1966.

On 3rd April, 1984 Rakesh Sharma went on a **journey** in space on Soyuz T-11 **space shuttle**. He spent seven days, twenty-one hours and forty-five minutes in space.

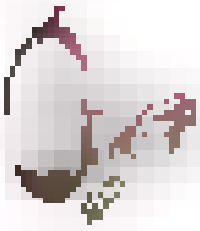
He was asked by the Prime Minister of India, Mrs. Indira Gandhi, what India looked like from space. He replied, 'Sare Jahan Se Achcha' (one best in the world).

Word Review

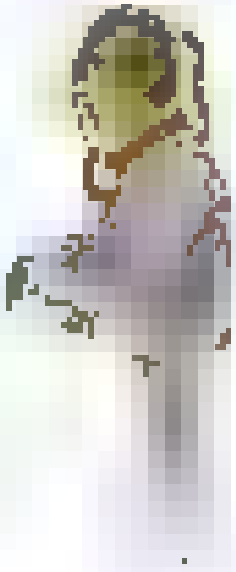
miserable very sad

cadet trainee

space shuttle a vehicle sent to space



Let's do



Activity 1

Let's find out and write down facts about Rakesh Sharma

(a) Place of birth

(b) Year of birth

(c) Name of school attended

(d) Year of joining the National Defence Academy

(e) Total time he spent in space

ACTIVITY 2

Write T for true and F for false statements in the given boxes

(a) The space shuttle was named Soyuz T-11 ☐

(b) Rakesh Sharma went into space in 1984 ☐

(c) Mrs Indira Gandhi spoke to Rakesh Sharma

(d) Barun got the book on India's space travels from his mother ☐

(e) Dyman and Karun were friends ☐

ACTIVITY 3

What do you want to be? Give reasons for your choice. Write five sentences. Begin like this:

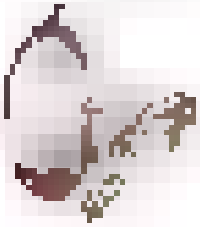
- I want to be a
-
-
-
-

Let's continue

Barun's mother came back into the room. She asked her son, "So, Did you like the book?"

Next

Word Trivia



Let's do

ACTIVITY 4

Find answers from the text. Work in pairs:

(a) Where was Kalpana Chawla born?

(b) Where did Kalpana go in 1982?

(c) What was Kalpana called by her family

(d) What was the name of the space shuttle that was lost?

(e) When did Kalpana die?

(f) What has been named after Kalpana?

ACTIVITY 5

Let's read the words:

Pinky, Ram, Joyus, Rakesh, Kalpana, Columbia, India, USA, Haryana, Astronaut, Barrier, Pioneer

All these words are names. Now, fill in the table. One is done for you.

Name of a person	Name of a place	Name of a [illegible]
Pinky	India	Sapna T[illegible]

Activity 2

Complete the following sentences with information from the text

1. The first Indian in space was _____
2. Kalpana took up the position _____
3. Kalpana's story shows _____
4. The [illegible] Kalpana [illegible] was _____

Activity 3

Look at the table given below

First Man in Space	Yuri Gagarin
First Woman in Space	Valentina Tereshkova
First Man to Walk in Space	Alexei Leonov
First Woman to Walk in Space	Svetlana Savitskaya
First Animal in Space	Laika, the dog

Write five sentences using the information. One is done for you.

The first man in space was Yuri Gagarin.

_____

_____

_____

_____

_____

Let's learn...

Let's read the following sentence

"I am reading about Rakesh Sharma flight now."

The action of reading is continuous, ongoing at the time when place in the present, but has not finished yet. Such verb forms are called "Present Continuous Tense."

- We use the Present Continuous Tense to talk about activities that are ongoing.

Example

The boys are playing on the field.

- We can also use the Present Continuous Tense to talk about activities happening around in the present and not necessarily this very moment.

Example: I am reading a really interesting book now.

- The Present Continuous Tense is also used to talk about activities about to happen in the near future, especially for arrangements that are already planned.

Example: Polly is coming for dinner tomorrow.

Let's do

ACTIVITY 8

Fill in the blanks with the Present Continuous forms of the given verbs in brackets:

1. Rita _____ (stay) for the weekend at the Internet.
2. Where _____ (you meet) Ravi next week?

Next

3 Philip _____ [illegible] at my place tomorrow.

4 They _____ [illegible] now.

5 The company _____ finished its project this week.

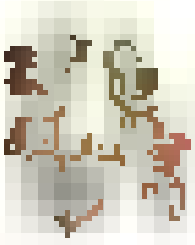
6 She _____ [illegible] for lunch.

7 Robin _____ [illegible] last week.

8 _____ [illegible] today.

9 We _____ [illegible] because we're eating out.

10 Martin _____ [illegible] right now.



Let's recite.

Zoom, zoom, zoom
I'm going to the moon
Zoom, zoom, zoom
I'll get there very soon
If you want to take a trip,
Climb aboard my rocket ship
Zoom, zoom, zoom
I'm going to the moon

Let's talk

Rakesh Sharma and Kalpana Chawla wanted to become astronauts from their childhood. Tell your friend what you want to be when you grow up.

Let's do

ACTIVITY 8

Write six connected sentences about your experience of seeing the night sky. You may use the following points

time of seeing, place from where you looked, how the sky looked, other things that you saw—sounds of the night, your feelings

Let's work together

Make a Poster

- Take a sheet of chart paper
- Make a sketch of the space shuttle
- Colour it
- Display it to your class

Teachers' Guidelines

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Specific guidelines for classroom transaction

Revision lesson

The main objectives of the lesson are as follows:

- [illegible]
- [illegible]

Teacher's preparation: The teacher should have prepared dialogues among three people [illegible] the textbook and [illegible] individual [illegible]. The teacher should also [illegible] the textbook [illegible] the dialogues [illegible]

- [illegible]
- [illegible]
- [illegible]

[illegible] the teacher [illegible] the learners [illegible] before actually engaging [illegible].

Activity: [illegible] the group activity [illegible] starting [illegible] English. The learning [illegible] English [illegible]

Activity 2: [illegible]

Activity 3: [illegible] The teacher asks learners [illegible] the objects in and around [illegible] English [illegible] Peer learning was [illegible] effective [illegible] learning skills in the slow learners [illegible]

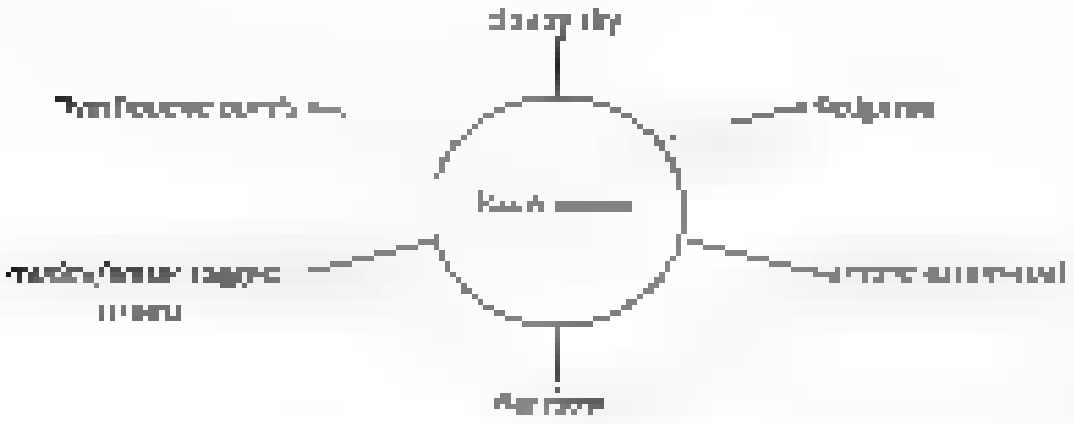
Activity 4: [illegible] The teacher's role is that of a [illegible]

Activity 5: [illegible] The teacher should engage learners in discussions [illegible] and encouraging [illegible] activity. The teacher's role is that of a facilitator supplying [illegible] and helping the learners to speak in English.

Activity [illegible] a group activity where a group, [illegible] another group to [illegible] a [illegible] the teacher will need information from the [illegible] to create the [illegible] the [illegible] about what [illegible] like the [illegible] questions like:

- What [illegible] do [illegible] and [illegible] when [illegible]?
- [illegible]
- How do [illegible] teacher [illegible]?
- [illegible]
- When [illegible] do you use [illegible] when [illegible]?
- What [illegible]?
- [illegible] do we have the [illegible]

The [illegible] are to be [illegible] on the blackboard in [illegible] Web



[illegible] [illegible] a [illegible] on [illegible] The [illegible] the [illegible] The [illegible] of the [illegible] to develop the learners' [illegible] performing [illegible].

[illegible] [illegible] by HOT [illegible] and [illegible] The [illegible] a [illegible] day [illegible]

Lesson 3: [illegible] Superpower on Orbital

[illegible] [illegible] questions, encouraging [illegible] to [illegible] in English. The [illegible] gives [illegible]

[illegible] pronunciation [illegible] and [illegible] and show them how to read a sentence or word [illegible] reading of the learners. [illegible] be followed by silent reading for [illegible] the reading [illegible] of the learners [illegible] Teacher [illegible] questions to ask [illegible] before engaging them in [illegible] activity [illegible] the text and [illegible] questions like:

- Who [illegible] Bernard [illegible]?
- When [illegible] in 1943?
- How many people [illegible] which [illegible]?

Activity [illegible] [illegible] in developing [illegible] the learners. The teacher [illegible] group [illegible] Activity 1 [illegible] in group activity. The teacher [illegible] reading and [illegible] reading [illegible] Activity 1 [illegible] Original Version

- Who was Michael Arlington?
- How many runs [illegible] the season of the match?
- How was his performance as a bowler? etc.

Activity [illegible] The teacher [illegible] the learners [illegible] the pictures and asking them [illegible] questions like:

- What is this [illegible]?
- Can you guess what the [illegible] is [illegible]?
- Who is the [illegible] in the picture?

Activity [illegible] [illegible] groups [illegible] the [illegible] text. The [illegible] and [illegible] Original Version

Session 3: [illegible] Reading

The session should begin with a warm-up activity. The teacher [illegible] the learners in [illegible] the contents of the [illegible] Teacher [illegible] Version [illegible]

Note: [illegible] should be English. Simple [illegible] answers will be accepted. [illegible] words and expressions.

Let's play is meant for reading comprehension. The teacher should give a model reading. Students should follow the modern fluent reading in order to gain a proper understanding of the input. Activities 1-4 should be done orally in pairs, eliciting responses from the groups, and then pair work to follow. Activities 5-7 should be done in groups as listening-reading activities, but later individual work is necessary and feedback should be silent. Activities 8 and 9 are pair activities.

Lesson 3:- Phulwapti's India

A list of questions is provided for the warming-up task. The teacher may add some more questions for students motivation and for developing their oral-aural competence. After practicing loud reading for developing the learners' competence in pronunciation, stress, accent and intonation, they are engaged in silent reading in more individually. Activities 1-3 are to be done in pairs. Activities 5-8 require group work. Activities 11 are to be done individually. Activity 12 is a group activity. The teacher should make feedback at the end of each activity.

Lesson 4:- Memory in Marble

The teacher will motivate learners by involving them in oral-aural activity. Pictures of the Taj Mahal, Red fort can be used as Tab. The work is required for Activities 1-4, Activities 5 and 6 are to be done individually. Feedback is to be taken. Activity 7 and Let's work together are to be done in groups. Activity 8 should be presented by oral-aural tasks.

Lesson 5:- My School Days

The teacher should interact with the students and elicit responses from them. They should be motivated before introducing the lesson. Activities 1 and 2 have to be done in pairs. Activities 3-5 are to be done individually and the feedback has to be taken. Activity 6 should be presented by oral-aural activity. The teacher should ask questions on the input after the students have read the text silently. A kind of a quiz-game may be introduced for eliciting and recording responses. Students sitting in groups will have to respond in English to the questions like-

- Did you name-name teacher's name in paragraph four?
- When subject do Dr. Ray teach?
- What type of a story is 'The owl and the frog'? etc.

Activities 6 and 7 are to be done in pairs. Activities 8-10 are to be done individually and feedback is to be taken.

Lesson 6: The Clever Monkey

Let's begin! is a warm-up activity for learners' motivation. The teacher is expected to ensure that the students are involved in oral-aural activity. Silent reading should be done by the students individually. Oral-aural activity should precede Activities 1-3. The teacher can initiate the students asking questions like-

- Where would you find the fruit trees?
- Can you name the fruit one of the trees?
- How did the monkey go on the roof? etc.

The students are to be encouraged to respond in English. Activities 1-3 should be done in pairs. Activity 3 should be conducted with listening-speaking task. Activities Tend 5 are individual task. Feedback is to be taken. Activity 5 is role play. The teacher will take the students to some roles and dramatize a given situation. Pair work is to be done for Activities 10-12, Activities 13 and 14 are to be done in groups.

Lesson 2: The Zebra Foal

The teacher will motivate the students by singing the songs of choice. The language used should be using a Kiswahili pronunciation and in correct form.

[illegible]

The follow up should be interaction between teacher-student and student-student. The teacher can initiate a conversation by asking:

- Can you think of any other inspirational or patriotic song?
- What is the song?
- Do you know any patriotic poem? etc.

The lesson is expected to organize role-play using the reading input (objective: joyful reading). Individual silent reading is necessary for engaging in activities. Activities 1-5 should be done individually and feedback is to be taken. Activities 6-8 should be done in pairs. Emphasis should be given on peer learning. Activity 9 should be provided with enhance activity (in group). Activity 9 and Let's work together should be done in groups.

Lesson 3: Buildings to Remember

The warm up task should be done through oral-aural activities. Silent reading of the reading input (i.e. Let's read) should be done individually. Activities 1-3 are pair work. Activities 4 and 5 should be provided with oral-aural activities. Activity 6 is individual work. Activity 7 and Let's work together are to be done in groups.

Lesson 4: The Bird's Eye

The teacher motivates the learners by reviewing them on 1-5 and 5-1 interactions. Silent reading of the reading input (i.e. Let's read) should be done by the students individually. Activities 1-5 should be

done individually while reading the lesson. Activity 4 should be preceded by oral-aural activity (in groups). Activities 5-7 are pair work. Activities 8-11 should be done individually. Let's work together is a group work which is to be preceded by oral-aural activity.

Lesson 10: A Great Social Reformer

The teacher will use Albert Ellis (TLM) to motivate the learners. He/she will elicit response from the students and inspire them to converse in English. Activity 1 is a group work. Activities 2-4 are to be done individually. Activities 5-8 are pair work. Feedback is to be taken. Activity 9 is group work but it should be preceded with oral-aural activity. Let's talk is a listening-speaking activity emphasizing on real life experience.

Lesson 11: The Finishing Point

The teacher will questions and elicit responses in English. Activities 1-4 are to be done in pairs. Activities 5 and 6 should be preceded with oral-aural task (in groups). Activities 7-10 may be done in pairs. Oral-aural activity (in groups) should precede Activity 11. The teacher's role is that of a facilitator motivating students to speak in English and encouraging their participation.

Lesson 12: Beyond Barriers

The teacher will interact with the class for motivating the students. He/she will show pictures of various activists like Rakesh Sharma, Sabina Chawla etc. He/she will elicit response from the learners asking them questions in English and involving all the learners in the class. Activities 1-3 are to be done in pairs. Oral-aural activities should precede activity 4. Activities 5-7 are to be done in groups. Activity 8 is for individual work. Activity 9 should be preceded with oral-aural activity. Let's work together is a group activity. The objective is to allow the child go beyond the area of the class and work and express his/her views freely. "Free from fear, doubts and anxiety" (NTC 2005, ch 5).

Continuous and Comprehensive Evaluation (CCE)

NTC Act, (2005, (Ch 5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a child's understanding, knowledge and his/her ability to apply the same. It also makes it mandatory that "no child shall be required to pass any board examination till the completion of elementary education." The activities in the book take care of the child's holistic development which includes his/her knowledge, potentiality and level that should clearly be visualized through continuous evaluations on the basis of the various activities of the child within the classroom and out side. These activities showcase the multifarious skills of the language.